

KAKATIYA UNIVERSITY
WARANGAL (TS) – 506009



MASTER OF EDUCATION
(M. Ed - Regular)
(Choice Based Credit System)

Syllabus, Rules & Regulations, Scheme of Examinations
for Two year M. Ed.(Regular) Programme – Semester
System (w.e.f.2015-2016 onwards)

FACULTY OF EDUCATION
KAKATIYA UNIVERSITY
WARANGAL (TS) – 506009
[www. kakatiya.ac.in.](http://www.kakatiya.ac.in)

KAKATIYA UNIVERSITY
M.ED. (Master of Education) CBCS

RULES & REGULATIONS

These Regulations shall come into force from the Academic Year 2015 -2016 for M.Ed. (Choice Based Credit System)

1) **Definitions:**

In these Regulations, unless the context otherwise requires:

- a) “**University**” means Kakatiya University
- b) “**Post Graduate programmes**” means master’s degree courses in the Faculty of Education.
- c) “**Student**” means student admitted to Post Graduate programmes under these Regulations
- d) “**Degree**” means Post Graduate Degree
- e) “**Board of Studies**” means PG Board of Studies of the University in the discipline/subjects concerned
- f) “**Academic Senate**” means Academic Senate of Kakatiya University
- g) “**Fee**” means the fee prescribed by the University for the Post Graduate programmes from time to time
- h) “**Credit**” is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.
- i) **Grade letter** is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/ paper. Grade letters are O, A+, A, B+, B, C, P,F.
- j) **Grade Point** is the weightage allotted to each grade letter depending on the range of marks awarded in a course/paper.
- k) **Credit Points** refer to the product of No. of credits multiplied by the Grade Point for a given course/paper
- l) **Semester Grade Point Average (SGPA)** refers to the performance of the student in a given semester. SGPA is based on the total credit points earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.
- m) **Cumulative Grade Point Average (CGPA)** refers to the Cumulative Grade Point Average weighted across all the semesters (4 semesters).

All the rules and regulations, herein after, specified shall be read as a whole for the purpose of interpretation.

2) Admission

A candidate for admission to M.Ed. course in the Faculty of Education has to qualify at the M.Ed. Entrance Examination conducted by the Kakatiya University for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

3) Duration

The duration of M.Ed. course shall be **Two Years (Four Semesters)**. The duration of each semester shall be 100 days (16 weeks).

4) Rules of Attendance

- a) The degree of Master of Education shall be conferred on a candidate who, after getting admission into the M.Ed. course as specified above, has pursued a “Regular Course of Study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
- b) A regular course of study in Kakatiya University means attendance not less than 80% in teaching / instructional period and 90% of attendance during the period of tests, seminars and practicum etc, of the M.Ed. Programme. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal / HOD, College of Education based on medical certificate by an authorized Medical Officer under Government service not below the rank of a Physician.
- c) Bio-metric attendance for **teachers and students** is compulsory from the academic year 2015-16 for the colleges of Education under Kakatiya University jurisdictional Area. Attendance of students should be maintained subject-wise with running numbers i.e. 1,2,3,4,...for all working days. The submission of Hard & Soft copies of the teachers and students attendance should be submitted on or before 5th of every month to the Chairperson, BOS in Education and Dean, Faculty of Education, KU.
- d) For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
- e) The students who do not have adequate attendance i.e., 80% in each paper of instruction and 90% of attendance during the period of period of tests, seminars and practicum etc, are not eligible for university examination or for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.

- f) The students who fail to maintain 40% to 70% of attendance are not eligible for seeking re-admission as per KU rules in vogue.
- g) Attendance shall be reckoned from the date of admission to the course in Kakatiya University.
- h) A student who does not satisfy the requirements of attendance shall not be permitted to take internal assessment as well as the Semester End Examinations.
- i) If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the HOD and Principal of the College of Education concerned.

5) Medium of Instruction

The medium of instruction shall be **English only**.

6) Infrastructure, Instructional Facilities and Faculty

The above shall be implemented as per NCTE norms, 2014 referred in the document under sections 6.1 Faculty; 6.2 Qualifications; 6.3 Administrative and professional staff; 7.1 Infrastructure; 7.2 Equipment and Materials, and 7.3 other amenities.

7) Website of the Colleges

Every College has to maintain their own College website along with the details of the faculty with photos and the fee details for students as per the NCTE Guidelines.

8) Moderation Board

The Moderation board is required to maintain standards and uniformity in evaluation of internal assessment among the M.Ed. Colleges at the end of each semester. The Chairperson, Board of Studies (BOS) in Education will constitute the moderation board.

9) Structure and Scheme of Instruction – M.Ed. (CBCS) – 2015-16

SEMESTER-I (Theory)

Course Code	Paper	Paper Title	Instructional Weeks (16) or 100 days	Hours per Week	Total Hours
EDN-01	Paper-I	Philosophical Perspectives of Education	16	6	96
EDN-02	Paper-II	Psychology of Learning and Development	16	6	96
EDN-03	Paper-III	Methodology of Educational Research	16	6	96
EDN-04	Paper-IV	Teacher Education Perspectives, Research and Issues	16	6	96
Sub-Total(Theory)			64	24	384
SEMESTER-I (Practicum)					
EDN-05	Paper-V	Communication Skills In English	12	6	72
EDN-06	Paper-VI	Psychological Testing	12	6	72
EDN-07	Paper-VII	Self-Development and Professionalism	12	6	72
Sub-Total(Practicum)			36	18	216
Total(Theory+ Practicum)			100		600

SEMESTER-II (Theory)

Course Code	Paper	Paper Title	Instructional Weeks (16) or 100 days	Hours per Week	Total Hours
EDN-08	Paper-VIII	Sociological Perspectives of Education	16	6	96
EDN-09	Paper-IX	Inclusive Education at Elementary & Secondary level	16	6	96
EDN-10	Paper-X	Educational measurement and Evaluation	16	6	96
EDN-11	Paper-XI	Pre-service & In-service Teacher Education	16	6	96
Sub-Total(Theory)			64	24	384
SEMESTER-II (Practicum)					
EDN-12(a)	Paper-XII(a)	Dissertation-I : (Research Proposal & Tool Designing)	12	6	72
EDN-13(a)	Paper-XIII(a)	Internship-I : (Teacher Education Institutions & Field-Work)	24	6	144
Sub-Total(Practicum)			36	12	216
Total(Theory+ Practicum)			100		600

SEMESTER- III (Theory)

Course Code	Paper	Paper Title	Instructional Weeks (16) or 100 days	Hours per Week	Total Hours
EDN-14	Paper-XIV	Curriculum Development	16	6	96
EDN-15	Paper-XV	Statistical Methods & Data Processing	16	6	96
EDN-16	Paper-XVI	Education Technology & ICT	16	6	96
Specialization-: (Electives) any one of the following					
EDN-17(a)	Paper-XVII(a)	Elementary Teacher Education	16	6	96
(or)	(or)	(or)			
EDN-17(b)	Paper-XVII(b)	Secondary Teacher Education			
Sub-Total(Theory)			64	24	384
SEMESTER-III (Practicum)					
EDN-12(b)	Paper-XII(b)	Dissertation-II : (Administration of Tools & Collection of Data)	12	6	72
EDN-13(b)	Paper-XIII(b)	Internship-II : (Supervision of Teaching Practice)	12	6	72
EDN-18	Paper-XVIII	Academic writing	12	6	72
Sub-Total(Practicum)			36	18	216
Total(Theory+ Practicum)			100		600

- Note:** (1) If the candidates who opt Edn-17(a) in semester-III have to opt EDN-21(a), EDN-22(a), and EDN-23(a) compulsorily.
 (2) If the candidates who opt Edn-17(b) in semester-III have to opt EDN 21(b), EDN-22(b), and EDN-23(b) compulsorily.

SEMESTER- IV (Theory)

Course Code	Paper	Paper Title	Instructional Weeks (16) or 100 days	Hours per Week	Total Hours
EDN-19	Paper-XIX	Educational Management and Leadership	16	6	96
EDN-20	Paper-XX	Environmental Education: Issues & Concerns	12	4	48
Sub-Total			28	10	144
Core Specialization:- (Electives)					
EDN-21(a)	Paper-XXI(a)	Elementary Education in India –Status, issues and concerns	16	6	96
EDN-22(a)	Paper-XXII(a)	Curriculum &ICT in Education at Elementary level	16	6	96
EDN-23(a)	Paper-XXIII(a)	Assessment in Education at Elementary level	12	4	48
Sub-Total – EDN21(a)			44	16	240
OR			OR		
EDN-21(b)	Paper-XXI(b)	Secondary Education in India –Status, issues and concerns	16	6	96
EDN-22(b)	Paper-XXII(b)	Curriculum &ICT in Education at Secondary level	16	6	96
EDN-23(b)	Paper-XXIII(b)	Assessment in Education at Secondary level	12	4	48
Sub-Total – EDN21(b)			44	16	240
Sub-Total(Theory)			72	26	384
SEMESTER- IV (Practicum)					
EDN-12(c)	Paper-XII(c)	Dissertation- III: Pre-submission Seminar	28		216
EDN-12(d)	Paper-XII(d)	Dissertation-IV: Assessment & Viva-Voce			
Sub-Total(Practicum)			28		216
Total(Theory+ Practicum)			100		600

- Note:** (1) The candidates who have opted EDN-17(a) in Semester-III should opt EDN-21(a), EDN-22(a), and EDN-23(a) in Semester-IV
(2) The candidates who have opted EDN-17(b) in Semester-III should opt EDN-21(b), EDN-22(b), and EDN-23(b) in Semester-IV

	<i>Theory</i>	<i>Practicum</i>	<i>Total</i>
Semester-I	384	216	600
Semester-II	384	216	600
Semester-III	384	216	600
Semester-IV	384	216	600
Grand Total	1536	864	2400

10) Credits and Marks of the Course –M.Ed. (CBCS)-2015-16

SEMESTER-I (Theory)

Course Code	Paper	Paper Title	Credits	Field Engagement	Total	University Exam	Internal Exam	Total
EDN-01	Paper-I	Philosophical Perspectives of Education	4	1	5	70	30	100
EDN-02	Paper-II	Psychology of Learning and Development	4	1	5	70	30	100
EDN-03	Paper-III	Methodology of Educational Research	4	1	5	70	30	100
EDN-04	Paper-IV	Teacher Education Perspectives, Research and Issues	4	1	5	70	30	100
Sub-Total(Theory)			16	4	20	280	120	400
<u>SEMESTER-I (Practicum)</u>								
EDN-05	Paper-V	Communication Skills In English		2	2	35	15	50
EDN-06	Paper-VI	Psychological Testing		2	2	35	15	50
EDN-07	Paper-VII	Self-Development and Professionalism		2	2	35	15	50
Sub-Total (Practicum)				6	6	105	45	150
Total (Theory+ Practicum)			16	10	26	385	165	550

SEMESTER-II (Theory)

Course Code	Paper	Paper Title	Credits	Field Engagement	Total	University Exam	Internal Exam	Total
EDN-08	Paper-VIII	Sociological Perspectives of Education	4	1	5	70	30	100
EDN-09	Paper-IX	Inclusive Education at Elementary & Secondary level	4	1	5	70	30	100
EDN-10	Paper-X	Educational measurement and Evaluation	4	1	5	70	30	100
EDN-11	Paper-XI	Pre-service & In-service Teacher Education	4	1	5	70	30	100
Sub-Total (Theory)			16	4	20	280	120	400
<u>SEMESTER-II (Practicum)</u>								
EDN-12(a)	Paper-XII(a)	Dissertation-I : (Research Proposal & Tool Designing)		2	2	35	15	50
EDN-13(a)	Paper-XIII(a)	Internship-I : (Teacher Education Institutions & Field-Work)		4	4	70	30	100
Sub-Total(Practicum)				6	6	105	45	150
Total (Theory+ Practicum)			16	10	26	385	165	550

SEMESTER-III (Theory)

Course Code	Paper	Paper Title	Credits	F.E	Total	U.E	I.E	Total
EDN-14	Paper-XIV	Curriculum Development	4	1	5	70	30	100
EDN-15	Paper-XV	Statistical Methods & Data Processing	4	1	5	70	30	100
EDN-16	Paper-XVI	Education Technology & ICT	4	1	5	70	30	100
Specialization:- (Electives) any one of the following								
EDN-17(a) (or)	Paper-XVII(a) (or)	Elementary Teacher Education (or)	4	1	5	70	30	100
EDN-17(b)	Paper-XVII(b)	Secondary Teacher Education						
Sub-Total(Theory)			16	4	20	280	120	400
SEMESTER-III (Practicum)								
EDN-12(b)	Paper-XII(b)	Dissertation-II : (Administration of Tools & Collection of Data)		2	2	35	15	50
EDN-13(b)	Paper-XIII(b)	Internship-II : (Supervision of Teaching Practice)		2	2	35	15	50
EDN-18	Paper-XVIII	Academic writing		2	2	35	15	50
Sub-Total(Practicum)				6	6	105	45	150
Total(Theory+ Practicum)				16	10	26	385	550

SEMESTER-IV (Theory)

Course Code	Paper	Paper Title	Credits	F.E	Total	U.E	I.E	Total
EDN-19	Paper-XIX	Educational Management and Leadership	4	1	5	70	30	100
EDN-20	Paper-XX	Environmental Education: Issues & Concerns	2	1	3	35	15	50
Sub-Total			6	2	8	105	45	150
Core Specialization:- (Electives)								
EDN-21(a)	Paper-XXI(a)	Elementary Education in India –Status, issues and concerns	4	1	5	70	30	100
EDN-22(a)	Paper-XXII(a)	Curriculum &ICT in Education at Elementary level	4	1	5	70	30	100
EDN-23(a)	Paper-XXIII(a)	Assessment in Education at Elementary level	2	1	3	35	15	50
Sub-Total – EDN21(a)			10	3	13	175	75	250
OR				OR				
EDN-21(b)	Paper-XXI(b)	Secondary Education in India –Status, issues and concerns	4	1	5	70	30	100
EDN-22(b)	Paper-XXII(b)	Curriculum &ICT in Education at Secondary level	4	1	5	70	30	100
EDN-23(b)	Paper-XXIII(b)	Assessment in Education at Secondary level	2	1	3	35	15	50
Sub-Total – EDN21(b)			10	3	13	175	75	250
Sub-Total(Theory)			16	5	21	280	120	400
SEMESTER- IV (Practicum)								
EDN-12(c)	Paper-XII(c)	Dissertation- III: Pre-submission Seminar		2	2		50	50
EDN-12(d)	Paper-XII(d)	Dissertation-IV: Assessment & Viva-Voce		5	5	100		100
Sub-Total(Practicum)				7	7	100	50	150

	Credits (Theory)	Credits (Practicum)	Total Credits	Theory	Practicum	Total
Semester-I	20	6	26	400	150	550
Semester-II	20	6	26	400	150	550
Semester-III	20	6	26	400	150	550
Semester-IV	21	7	28	400	150	550
Grand Total	81	25	106	1600	600	2200

11) Award of Grades, SGPA, CGPA

Credits, Grade Letter Grade Points, Credit Points

1. Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

2. Grade Letter is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper. It is indicated by a Grade letter O, A+, A, B+, B, C, P, F. There is a **range of marks** for each Grade Letter.

3. Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper

4. Credit Point number of credits assigned for the paper multiplied by grade point secured for that course / paper

Award of Grades

<i>Range of % of Marks</i>	<i>Theory</i>		<i>Practicum</i>	
	<i>Grade Letter</i>	<i>Grade Point</i>	<i>Grade Letter</i>	<i>Grade Point</i>
85 to 100	O	10	O	10
70 to 84	A+	09	A+	9
60 to 69	A	08	A	8
55 to 59	B+	07	B+	7
50 to 54	B	06	B	6
40 to 49	C	05	-	-
Less than 40	P	0	-	-
	F	0	-	-
	Absent	0	-	-

Semester Grade Point Average (SGPA)

Credit Points for the paper=No. of Credits assigned for the paper X Grade Point secured for that course/Paper.

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'C' grade in Theory and 'B' grade in Practicum Papers)

$$\text{SGPA} = \frac{\text{Total Credit Points in a Semester}}{\text{Total Credits in a Semester}}$$

Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPts) in all the semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.

Formula for Calculation CGPA:

$$CGPA = \frac{SGPA1 \times \text{Total Credits Sem1} + SGPA2 \times \text{Total Credits Sem2} + SGPA3 \times \text{Total Credits Sem3} + SGPA4 \times \text{Total Credits Sem4}}{\text{TotalcreditsSem1} + \text{TotalcreditsSem2} + \text{TotalcreditsSem3} + \text{TotalcreditsSem4}}$$

Note: The result of the successful candidates shall be classified as follows:

- a) First Division with Distinction: CGPA from 9.00 to 10.00
- b) First Division: CGPA from 8.00 to 8.99
- c) Second Division with 55% CGPA 7.00
- d) Second Division: CGPA from 6.00 to 6.99
- e) Pass Division: CGPA from 5.00 to 5.99

Example: Semester – I

<i>Paper</i>	<i>Course/ paper</i>	<i>Credits</i>	<i>% of Marks</i>	<i>Grade Letter</i>	<i>Grade Point</i>	<i>Credit Points = Credits x Grade Points</i>
Theory	Paper-I	5	70	A+	9	5 x 9 = 45
	Paper-II	5	60	A	8	5 x 8 = 40
	Paper-III	5	50	B	6	5 x 6 = 30
	Paper-IV	5	70	A+	9	5 x 9 = 45
Practicum	Paper-V	2	55	B+	7	2 x 7 = 14
	Paper-VI	2	40	C	5	2 x 5 = 10
	Paper-VII	2	85	O	10	2 x 10 = 20
	Total	26				204

Total Credit Points: 204

Total Credits: 26

$$SGPA = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = \frac{204}{26} = 7.85$$

SGPA₁ for Semester-1 = 7.85

Example : Semester –II

<i>Paper</i>	<i>Course/ paper</i>	<i>Credit s</i>	<i>% of Marks</i>	<i>Grade Letter</i>	<i>Grade Point</i>	<i>Credit Points = Credits x Grade Points</i>
Theory	Paper-VIII	5	88	O	10	5 x 10 = 50
	Paper-IX	5	65	A	8	5 x 8 = 40
	Paper-X	5	60	A	8	5 x 8 = 40
	Paper-XI	5	55	B+	7	5 x 7 = 35
Practicum	Paper-XII(a)	2	45	C	5	2 x 5 = 10
	Paper-XIII(a)	4	70	A+	9	4 x 9 = 36
	Total	26				211

Total Credit Points: 211

Total Credits: 26

$$SGPA = \frac{\text{Total Credit Points in the II - Semester}}{\text{Total Credits in the II - Semester}} = \frac{211}{26} = 8.12$$

SGPA₂ for II - Semester = 8.12

Example: Semester –III

Paper	Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits X Grade Points
Theory	Paper-XIV	5	90	O	10	5 x 10 = 50
	Paper-XV	5	85	O	10	5 x 10 = 50
	Paper-XVI	5	76	A+	9	5 x 9 = 45
	Paper-XVII	5	75	A+	9	5 x 9 = 45
Practicum	Paper-XVIII	2	88	O	10	2 x 10 = 20
	Paper-XII(b)	2	80	A+	9	2 x 9 = 18
	Paper-XIII(b)	2	66	A	8	2 x 8 = 16
Total		28				244

Total Credit Points: 244

Total Credits: 26

$$\text{SGPA} = \frac{\text{Total Credit Points in the III - Semester}}{\text{Total Credits in the III - Semester}} = 244 / 26 = 9.39$$

$$\text{SGPA}_3 \text{ for III - Semester} = 9.39$$

Example: Semester –IV

Paper	Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Theory	Paper-XIX	5	60	A	8	5 x 8 = 40
	Paper-XX	3	56	B+	7	3 x 7 = 21
	Paper-XXI(a)	5	75	A+	9	5 x 9 = 45
	Paper-XXII(a)	5	66	A	8	5 x 8 = 40
	Paper-XXIII(a)	3	76	A+	9	3 x 9 = 27
Practicum	Paper-XII(c)	2	85	O	10	2 x 10 = 20
	Paper-XII(d)	5	83	A+	9	5 x 9 = 45
Total		28				238

Total Credit Points: 238

Total Credits: 28

$$\text{SGPA} = \frac{\text{Total Credit Points in the IV - Semester}}{\text{Total Credits in the IV - Semester}} = 238 / 28 = 8.5$$

$$\text{SGPA}_4 \text{ for IV - Semester} = 8.5$$

CGPA :Example: Faculty of Education

I Semester: SGPA₁ = 7.85 Total Credits =26 Total CPts =204;

II Semester: SGPA₂ = 8.12 Total Credits=26 Total CPts=211;

III Semester: SGPA₃ = 9.39 Total Credits =26 Total CPts =244;

IV Semester: SGPA₄ = 8.50 Total Credits=28 Total CPts=238;

$$\text{CGPA} = \frac{\text{SGPA}_1 \times \text{Total Credits Sem1} + \text{SGPA}_2 \times \text{Total Credits Sem2} + \text{SGPA}_3 \times \text{Total Credits Sem3} + \text{SGPA}_4 \times \text{Total Credits Sem4}}{\text{TotalcreditsSem1} + \text{TotalcreditsSem2} + \text{TotalcreditsSem3} + \text{TotalcreditsSem4}}$$

$$\begin{aligned} \text{CGPA} &= \frac{(7.85 \times 26) + (8.12 \times 26) + (9.39 \times 26) + (8.5 \times 28)}{26 + 26 + 26 + 28} \\ &= \frac{204 + 211 + 244 + 238}{26 + 26 + 26 + 28} = 897 / 106 = \mathbf{8.47} \\ \text{CGPA} &= \mathbf{8.47} \end{aligned}$$

12) Evaluation Methods

A) Theory Examinations

- a) Out of the total marks for each course/paper 30% marks shall be earmarked for continuous assessment (internal assessment/assignments) and remaining 70% for the semester-end examinations.
- b) There shall be one semester-end examination of three hours duration. Each answer script of semester end examination (theory) shall be valued by two internal examiners in odd semester and one internal and one external in the even semester. The marks awarded to that answer scripts shall be the average of these two evaluations. If the difference in marks between the two evaluations is 20% or more, such scripts shall be assessed by a third examiner (internal). Average of the higher of the two valuations will be taken.
- c) The pass marks in each paper shall be 40%. There is no separate pass mark for internal assessment. A candidate has to secure a minimum of 40% of marks in the semester-end examination plus internal examination put together to pass a paper.

B) Dissertation

- a) Every M.Ed. student shall do the Dissertation work individually under the supervision of a Teacher.
- b) The Dissertation work and supervisor shall be assigned to the student by the concerned college during the I-semester to enable the student to plan and carry out the work through the remaining 3 semesters (II, III & IV semesters).
- c) The Dissertation work is assigned 11 credits and evaluated for 250 marks.
- d) Two External Examiners shall evaluate the dissertations [EDN-12(d)].
- e) The pass marks in Dissertation shall be 50%.
- f) Dissertation has to be carried out as per the guidelines given in the curriculum.

C) Internship

- a) Students have to complete internship in two phases. Phase I is in 2nd semester while the phase II is in 3rd semester.
- b) Internship work is assessed for 150 marks and 6 credits will be assigned to it.

D) Internal Examination (I.E.) Marks (30):

There shall be 30 marks for each paper in all the semesters i.e., (a) Two Internal Assessment (IA) tests (10 marks), (b) One Filed based Assignment (10 marks) and (c) One Seminar & Subject viva-voce (10 marks).

(a) Internal Assessment Tests(10 Marks)

- 1) 1st Internal assessment Test shall be conducted at the end of the 9th Week of Instruction (Covering 2/3 Units of the Syllabus).
- 2) 2nd Internal assessment Test is conducted in the fifteenth week of instruction (Covering the rest of the syllabus/Units).

The two tests each shall consist of

- (i) Objective questions (Total 5 Marks)
- (ii) Descriptive questions (Total 5 Marks).
- (iii) The duration of the internal assessment test shall be 60 minutes.
- (iv) Total marks for each test will be 10 and the average of two internal assessment tests is taken.
- (v) The IA Test shall be conducted as per the schedule prescribed by the University. In case a candidate fails to appear for the IA Test for whatever reasons, the test will not be conducted again and he/she has to forego the I.A. test and against the marks column for IA., it will be indicated ABSENT. In such cases where the candidates have not appeared for the I.A test(s), they are required to secure 40 % marks out of 70 marks earmarked for semester end examination to be considered as Passed in that paper.
- (vi) The proposed scheme of the internal assessment is applicable to all the subjects where the maximum marks are 100 for each paper. However, in the subjects where the maximum marks are different from 100 marks; the scheme is to be worked out proportionately.

- Note:** 1) There shall be no improvement in the internal assessment.
2) There shall be no separate Grade points for internal tests.

(b) Field based Assignments (10 Marks)

Every student shall submit one assignment per paper in a semester. The Topic for the assignment shall be allotted in the 6th week of instruction. The assignment shall be handwritten (student's own handwriting). Total marks for the assignment is 10 marks.

(c) Seminar & Subject viva-voce (10 Marks)

Every student shall give a seminar presentation (one in each Theory Paper) for about 10 minutes which will be evaluated for 10 (ten) marks by two internal jury members appointed by the Principal of the College concerned. Out of these 10 marks, 4 marks shall be allotted for the write up of the topic of the seminar and 6 marks for the presentation. The seminar lecture is expected to train the student in self study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation. The list of the seminar lectures to be delivered in the college shall be prominently displayed in the Notice Board of the concerned college. Seminar lecture programme is allotted in the time table. The seminar lectures are open to all the students of the College. The text of the seminar lecture must be typed and should be of at least 4 to 5 pages, should be deposited in the College and submitted to the University at the time of moderation.

Each student should give one seminar presentation in each paper on the topics earmarked by the College of Education or as per the choice of the student.

The paper for internal assessment tests is set by the teacher(s) who is (are) teaching the subject/paper in that semester.

The answer scripts need to be submitted to the University for Moderation of marks. However, the marks of I and II Internal Assessment (IA) tests, Field based Assignment and Seminars & Viva-voce should be communicated by the respective Principals of the college to the Chairperson, BOS in Education, K.U, before the University Semester Examinations.

NOTE:

- 1. Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired): The differently-abled students shall complete all the Practicum which includes Dissertation, Internship, Records, and other field engagement on par with normal students.***
- 2. The marks secured by the student in the Internal tests, assignments, Seminars, Internship, Dissertation and semester-end examinations are converted into SGPA and CGPA.***

13) Improvement of Grades and Completion of the Course:

Candidates who have passed in a theory paper/papers are allowed to appear again for theory paper/papers only once in order to improve his/her grade, by paying the fee prescribed by the University. Such candidates are allowed to appear for improvement examination only once in the next immediate semester examination only.

- i) If candidate improves his/her grade, then his/her improved grade will be taken into consideration for the award of GPA only. The improved grade shall not be higher than A+. Such improved grade will not be counted for the award of prizes/medals, Rank and Distinction.
- ii) If the candidate does not show improvement in the grade, his/her previous grade will be taken into consideration.
- iii) Candidates will not be allowed to improve marks/grade in the Internal Assessment, Internship, Seminars and Dissertation.

14) Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

<i>Sl. No.</i>	<i>Semester</i>	<i>Conditions to be fulfilled for Promotion</i>
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of Study of Semesters-I & II b) The number of backlogs if any, of Semester-I & II taken together, shall not exceed 50% of the total number of papers / subjects prescribed for Semesters-I & II. c) Backlogs Permitted: i) Number of backlogs permitted 4 (out of 07/08 Papers) ii) Number of backlogs permitted 5 (out of 09/10 Papers) iii) Number of backlogs permitted 6 (out of 11/12 Papers) iv) Number of backlogs permitted 7 (out of 13/14 Papers) v) Number of backlogs permitted 8 (out of 15/16 Papers) vi) Number of backlogs permitted 9 (out of 17/18 Papers)
3	From Semester-III to Semester-IV	Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.

* Registration means obtaining a Hall Ticket for the said examination.

15) Re-Admissions:

The procedure to be followed for granting readmission to the students in the following cases:

- (1) A student who did not put in the required attendance in a semester of a course and thus detained;
- (2) A student after completing a semester did not continue their studies in the next immediate semester on personal /health grounds but desired to continue his/her studies after a short break;
- (3) A student who has put in not less than 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.
- (4) Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of double the duration of the course (i.e., 4 years). Further, the approval of the university has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college.

All the re-admissions including such of those students, who take TC and come back, shall be granted by the Registrar, Kakatiya University on the recommendation of the Head / Principal of the concerned college where the candidate has studied previously as a regular student subject to the fulfillment of the following conditions:

- 1) They should have been promoted to next semester in which they are seeking readmission.
- 2) They should join the course within 4 weeks in case of semester system from the date of commencement of classes.
- 3) They should be able to complete the course within the double the duration of the course (4 years) from the year of their original admission.
- 4) They should pay the readmission fee as prescribed by the University.
- 5) In the normal course of time a candidate is expected to complete M.Ed. Degree Course within two years from the date of admission.
- 6) Whenever the syllabus is revised, the candidate reappearing shall be allowed for M.Ed. Degree examinations according to the old syllabus upto 2 years from the time of his/her admission.

- 7) The 4-semester 2 -year course should be completed by a student within double duration of the normal course period (i.e. 4 years).
- 8) Names of the re-admitted candidates will be struck off from the rolls without any notice, if they are continuously absent for more than 10 days without any valid reason. Such candidates will forgo the right of their admission and they will not be re-admitted.
- 9) Casual candidates are not eligible for any awards in examinations (Ex. Gold Medals) or any other scholarships.

NOTE: No readmission shall be made after the cut off date (4th week in a 16 week semester) under any circumstances. The cut off date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.

15) Pattern of Theory Question Papers

There are two Patterns of Theory Examinations – one with a duration of 3 hours for 70 marks; the other with a duration of 1 ½ hours for 30 marks. The question paper comprises two sections:

In 70 marks paper:

Section A – consists of 8 very short answer type questions out of which a candidate is expected to answer any five questions. Each question carries 4 Marks. Total marks for Section – A is 20 marks.

Section B – consists of eight essay type of questions, out of which a candidate is expected to answer any five questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 50 marks.

In 35 marks paper:

Section A – consists of 5 very short answer type questions, out of which a candidate is expected to answer any three questions. Each question carries 5 Marks. Total marks for Section – A is 15 marks.

Section B – consists of Four Essay type of questions, out of which a candidate is expected to answer any two questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 20 marks.

16. Conduct of Practicum Examinations [Papers - V, VI, VII, XII(a&b), XIII(a&b), XVIII, and XII (d)]

- a) Each Practicum work has to be evaluated by the Mentor as internal for 15 marks.
- b) The Practicum papers (Papers-V, VI, VII, XII(a&b), (d), XIII(a&b) and XII (d)) have to be University Examinations (1 ½) for 35 marks each except paper XII (d).
- c) A jury of 2 members (One Internal Mentor and one External) both have to be appointed by the Examination branch KU, shall evaluate the work done by the students and also subject them tasks related to the above mentioned practicum papers for award 30 marks.
- d) Two External Examiners shall evaluate the dissertations [EDN-12(d)] for 100 marks.

Model Question Paper
Paper-I (EDN- 01)
Philosophical Perspectives of Education

Time: 3 Hours

Max. Marks: 70

PART – A = 5 x 4 =20 Marks)

Note: Answer any five questions in about one page each from the following eight questions. Each question carries 4 marks.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

PART-B (5 x 10 = 50 Marks)

Note: Answer any Five essay questions in about three pages each from the following eight questions. Each question carries 10 Marks.

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiners may give questions from Practicum.

Model Question Paper

Paper- XX (EDN-20)

Environmental Education: Issues & Concerns

Time: 1 ½ Hours

Max. Marks: 35

PART – A = 5 x 3 = 15 Marks)

Note: Answer any three questions in about one page each from the following five questions. Each question carries 5 marks.

- 1.
- 2.
- 3.
- 4.
- 5.

PART-B (2 x 10 = 20 Marks)

Note: Answer any two essay questions in about three pages each from the following four questions. Each question carries 10 Marks.

- 6.
- 7.
- 8.
- 9.

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiners may give questions from Practicum.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-I (Theory)
(EDN-01) Paper-I – Philosophical Perspectives of Education

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

- 1) To enable the students to understand the philosophical perspectives of education
- 2) To enable the students to understand the influence of Indian as well as Western philosophical thoughts on education
- 3) To enable the students to understand the contribution made to education by prominent educational thinkers
- 4) To help the students to know about value oriented education and strategies for inculcating values
- 5) To develop insights to the contemporary issues in education

COURSE CONTENT

Unit-I – Introduction to Philosophy of Education

1. Understanding the Functions of Philosophy – Descriptive, Normative, Speculative, Analytical
2. Branches of Philosophy and their Place in Education
3. Different Theories of Knowledge – Coherence, Correspondence, Pragmatic Theory
4. Knowledge and Pedagogy – Constructivistic Thought, Humanization of Teaching

Unit-II – Critical Reflections on Eastern and Western Schools of Philosophy and their Relevance to Modern Education

- 1) Basic Philosophical Tenets of Idealism, Naturalism, Pragmatism, Existentialism – Their Contribution to Metaphysical, Epistemological, Ethical, Axiological and Social Aspects and their Educational Implications
- 2) Reflecting on orthodox & heterodox system of Sankya, Yoga, Nyaya, & Buddhist Philosophy of Education

Unit-III – Contribution to Educational Thought and Practice Made by Great Thinkers

- 1) Indian Philosophers – (a) Mohandas Karamchand Gandhi, (b) Sri Aurobindo, (c) Rabindranath Tagore, (d) Swami Vivekananda, (e) Jiddu Krishna Murthy
- 2) Western Philosophers – (a) Karl Marx, (b) Ivan Illich, (c) Paulo Freire

Unit-IV – Value Education

- 1) Value Oriented Education – Meaning, Objectives and Advantages
- 2) Classification of Values – Spiritual, Moral, Social, Environmental, Recreational & Aesthetic
- 3) Value Crisis
- 4) Approaches to Inculcate Values – Curricular, Co-Curricular, Situational & Social

Unit-V – Contemporary Philosophical Thoughts in Education

- 1) Critical Understanding of Human Rights Perspectives and its Reflective Practices in the Modern System of Education
- 2) The Four Pillars on Education (Delor's Commission Report) – Learning To Know, Learning To Be, Learning To Do, Learning To Live Together
- 3) Philosophy of Inclusive Education – Equitable and Sustainable Development
- 4) Indian Constitution – Philosophical Thought, Sovereign, Socialism, Secular & Democratic Republic.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-I (Theory)
(EDN-02) Paper-II – Psychology of Learning and Development

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

1. To enable the students understand concepts and principles of Educational Psychology and as an applied sciences.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENT

Unit-I – Introduction to Psychology

1. Meaning and Definition of Psychology – Branches of Psychology
2. Educational Psychology – Meaning, Nature and Scope
3. Educational Psychology – Its Contribution to Education
4. Need of Knowledge of Educational Psychology to a Teacher

Unit-II – Learner & Development – Concept & Principles of Growth and Development

- 1) Psycho-Analytic Theory – Sigmund Freud
- 2) Cognitive Development Theory – Jean Piaget
- 3) Moral Development Theory – Kohlberg
- 4) Social Development Theory – Bandura; and Language Development – Chomsky

Unit-III – Process of Learning

- 1) Learning – Concepts and Nature of Learning
- 2) Behaviorist Theories – Thorndike Pavlov, B.F. Skinner, & Hull's Reinforcement Theory
- 3) Cognitive Field Theory – Insightful Learning Theory of Kohler and Tolman's Theory of Learning
- 4) Constructivist Theories – Bruner's Discovery Learning, Social Constructivism of Vygotsky

Unit-IV – Personality Development

- 1) Concept, Nature of Personality and Factors Influencing Personality
- 2) Theories of Personality – Theories Adopting the Type Approach, the Trait Approach, Type-cum-Trait Approach – Assessment of Personality
- 3) Concept of Intelligence – SOI Model – Testing of Intelligence Verbal – Nonverbal, Emotional Intelligence – Concept, Significance and Implications
- 4) Creativity Concept and Nature - Process Tests of Creativity and Fostering – Torrance and Bequre Mehdi Tests of Creativity.

Unit-V – Group Dynamics, Mental Health, Guidance and Counseling

- 1) Group Dynamics, Leadership Styles and Characteristics of Effective Leadership
- 2) Adjustment – Meaning and Definition, Areas of Adjustment, Maladjustment Factors Responsible for Maladjustment
- 3) Mental Health and Hygiene – Stress and Coping Strategies
- 4) Concept & Type of Guidance & Counseling, Role of Guidance & Counseling.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-I (Theory)
(EDN-03) Paper-III – Methodology of Educational Research

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

The student teachers will be able to:

- 1) Understand the foundations of educational research
- 2) Develop research aptitude among students
- 3) Familiarize with different methods and approaches of educational research
- 4) Design educational research and use relevant tools, techniques & procedures
- 5) Write and evaluate research reports and dissertations

COURSE CONTENT

Unit-I – Introduction to Research in Education

- 1) Meaning, Nature and Characteristics of Research – Need and purpose of Educational Research- Problems of Educational Research in India.
- 2) Sources of Knowledge: Empirical and Non-empirical methods, Authority, Inductive and Deductive Reasoning, The Scientific Method.
- 3) Qualitative and Quantitative Research in Education - Basic, Applied, Evaluation and Action Research and their Characteristics.
- 4) Concept of Measurement - Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales.
- 5) Meaning of Concept and Construct - Operational definitions of Variables
- 6) Concept and types of Variables – Independent, Dependent and Confounding Variables.

Unit-II – Research Process

- 1) Research Paradigms in Education: Quantitative, Qualitative, Mixed Methods of research and their Characteristics.
- 2) The Research Problem: Meaning, Sources of Research Problems; Identification & stating the Research problem, Conceptualization and selecting the research problem in Quantitative and Qualitative Research.
- 3) Meaning of Theory, Role of theory in identification and selection of the problem.
- 4) Review of the literature-Purpose and Resources; Conducting the Literature Search: Using database and Internet, Internet Search Tools and Quality of Internet Resource.
- 5) Hypothesis - Meaning, Characteristics, and Types and formulations of Hypotheses – Directional and Non-directional Hypotheses - Null Hypothesis - Testing of Hypothesis.

Unit-III - Research Methods

- 1) Historical Research- Nature ,Scope and it's uses and limitations
- 2) Survey Method- Nature, Scope, Different types of Surveys - Developmental Studies - Genetic methods – Causal – Comparative (Ex-Post facto research or explanatory), Correlations Studies – Documentary or Content Analysis their uses and limitations.
- 3) Qualitative research methods: Case study - Ethnography studies – Narrative and Phenomenological methods - Nature, Scope and their uses and limitations.
- 4) Nature of Experimental Research, Variables in Experimental Research design, Independent, Dependent and Confounding Variables; ways to Manipulate an Independent Variable, purpose and Methods of Control of Confounding Variables.
- 5) Experimental Research Designs: Single-Group Pre-test Post-test design, pre-test post-test control-group design, Post-test only controlled group design, Factorial Design and Quasi Experimental Designs.
- 6) Internal and external Validity of Results in experimental research.

Unit-IV – Data Collection and Processing

- 1) Concept of data, Primary data, Meaning of Primary and secondary data, Concept of Population, meaning of Sample, methods of sampling, Sampling Size, Sampling Error, concept of parameter and statistic, Concept of sample distribution.
- 2) Probability Sampling Methods: Simple Random sampling, Stratified Random sampling, Cluster Sampling and Multi-Stage sampling, Methods of drawing a simple random sample.
- 3) Non-Probability Sampling Methods: Convenience Sampling, Systematic sampling, Purposive Sampling, Incidental Sampling, Quota sampling, Snowball sampling. Determining the Sample Size when using Probability or non-probability Sampling Methods.
- 4) Tools of research: Questionnaire, Schedules, Interview, Rating Scales, Attitude Scales, Interview, Check lists, Observation and Focus Group Discussion.

Unit-V – Preparation of a Research Proposal

- 1) Preparation of a Research proposal: Framework of the Research Proposal and Writing the Research Proposal as per APA format.
- 2) Preparation of a Research Report: Framework of the Research Report and Writing the Research Report as per APA format.
- 3) References, Citations and Bibliography.
- 4) Publishing techniques: Preparation of articles and dissemination of Research Findings.

Engagement:

- 1) Collect the APA format and review any one research article as per the Format.
- 2) Review any three research articles and write the findings in each article.
- 3) Collect any five problems and critically reflect on the appropriateness of a problem.
- 4) Review any three empirical articles or research studies and write the hypotheses and then reflect on the type of hypotheses and relevance.
- 5) Take any one Ph.D. Thesis and critically review & write about research procedures (population, sample, sampling and others) followed in it.
- 6) Take any two research articles or theses and write about the independent and dependent variables and their need for the study.

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MASTER OF EDUCATION (M.Ed.)

SEMESTER-I (Theory)

(EDN-04) ***Paper-IV – Teacher Education: Perspectives, Research & Issues***

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

1. To enable the students understand about the concept, aims and scope of teacher education
2. To understand development of teacher education in India with its historical perspectives.
3. To enable the students understand the importance of student teaching, internship and different competencies essential to teaching effectively.
4. To enable the students understand quality concerns in Teacher Education.
5. To enable the students to understand major issues in teacher education and undertake research in teacher education.

COURSE CONTENT

Unit-I – Teacher Education

- 1) Concept, Aims and Scope of Teacher Education
- 2) A Brief Review of the Development Teacher Education in India – Ancient, Medieval, British and Post-independent Period.
- 3) Status of Teacher Education in the Contemporary Society

Unit-II – Perspectives and Policies on Teacher Education

- 1) Recommendations of Different Commissions and Committees on Teacher Education after Independence
- 2) National Policy on Education in Relation to Teacher Education
- 3) NCTE and its functions- NCFTE-2009

Unit-III – Theoretical foundations and Teaching Practice

- 1) Theoretical foundations of Teaching Practice and its importance
- 2) Preparing teachers for different contexts of school education- Organisation and problems of student teaching - Block teaching and Internship.
- 3) Supervision and Evaluation of Student Teaching.

Unit-IV – Quality in Teacher Education

- 1) Professional Ethics- Concept of effective teaching and characteristics of a teacher- Competency based Commitment Oriented Quality Education
- 2) Quality in Teacher Education and its Concerns– Accountability in Teacher Education and factors influencing accountability-Critical appraisal of present teacher education practices.
- 3) Evaluation of Teacher Education Institutions.

Unit-V – Issues and Research in Teacher Education

- 1) Pivotal Issues in Teacher Education
- 2) Present status of Research in Teacher Education
- 3) Areas of concern in Teacher Education.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-I (Practicum)
(EDN-05) Paper-V – Communication Skills in English

Total Marks : 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

COURSE OBJECTIVES

The student teachers will be able to:

- 1) Observe the intricacies of communication
- 2) Critically reflect on self reading
- 3) Develop skills of listening.
- 4) Understand the process of writing

COURSE CONTENT:

Unit-I – Improving Speaking Skills

- 1) Converse with native English speakers
- 2) Listen to music of English and Sing
- 3) Read a passage and record yourself
- 4) Different style classes
- 5) Speak English at home in different contexts
- 6) Create opportunities for speaking

Unit-II – Improving Listening Skills

- 1) Difficulties in Listening – Activities, Language games
- 2) Listening to different Talks – Walk a talk, speeches, recorded exercises
- 3) Watch TV, Movies, Podcasts, conversations, News in English, Interviews, Lectures in YouTube.
- 4) Interactive Conversations
- 5) Listen to English Music

Unit-III – Improving Writing Skills

- 1) Write a Paragraph; write a comprehensive view on story, an article, text.
- 2) Get it checked & identify errors, feedback on writing
- 3) Add phrases to your vocabulary and enrich text
- 4) Don't forget to refine the text
- 5) Styles of writing: Utilize the internet
- 6) Correct your writing

Engagement:

Each student teacher has to acquire LSRW skills by taking up activities related to all the skills.

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- 5) John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.

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PRACTICAL EXAMINATION:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for jury assessment through practical examination. The split of the marks assigned for the practical examination is shown below:

1. The work done by the student during the course will be assessed by the jury for 5 marks.
2. Listen to the audio and present orally the summary of the audio in your own words. (10 marks)
3. Speak on the given topic for 2 minutes. (10 marks)
4. Write an essay on a given topic without grammatical errors. (10 marks).

A Jury with 2 members – the mentor will act as internal examiner while the external examiner is selected from other Colleges of Education for the conduct of Practical examination.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-I (Practicum)
(EDN-06) Paper-VI – Psychological Testing

Total Marks : 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

COURSE OBJECTIVES

The student teachers will be able to

- 1) Trace the Historical perspectives of psychological testing
- 2) Develop skills in administration and interpreting the psychological tests
- 3) Develop skills in writing the psychological test report

COURSE CONTENT

Unit-I – Applications of Psychological Testing

- 1) Meaning of Psychological test, History of psychological testing, Characteristics of psychological tests, Assumptions of psychological tests
- 2) Tools of Psychological Testing and Assessment
- 3) Applications of psychological testing in educational setting and in counselling and guidance

Unit-II – Practicals

Every student shall administer the following tests and write the interpretation based on the profile of the subject:

- 1) Testing of Intelligence- Memory
- 2) Testing of Personality-Eysenck Personality Inventory
- 3) Testing of Emotional Intelligence
- 4) Habit Interference Test
- 5) Teacher Attitude Scale (TAS)

REFERENCES:

- 1) Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
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PRACTICAL EXAMINATION:

Fifteen Marks (15) are assigned to their work in a semester and 35 marks for jury assessment through practical examination. The Split of the marks assigned for the practical examination is shown below:

- 1) The work done by the student during the course will be assented by the jury for (10 marks) practical record
- 2) The producer of the practical exam (any one) carries (10 marks)
- 3) Performance of the student in the practical exam (Administration of test analysis of the results and conclusion) carries (10 marks)
- 4) Viva-voce of the Practicals carries (5 marks)

A jury with 2 members the mentor will act as internal examiner while the External examiner is selected from other colleges of Education for conduct of Practical examination.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-I (Practicum)
(EDN-07) Paper-VII – Self Development and Professionalism

Total Marks : 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

COURSE OBJECTIVES:

The student teachers will be able to:

- 1) Understand ones strengths and weaknesses
- 2) Reflect on self competencies and capabilities of teaching
- 3) Reflect on personal traits and qualities
- 4) Empower with professionalism required to be a teacher
- 5) Equip with capabilities to deal with specialized professional skills.
- 6) Empower in professional competencies.

COURSE CONTENT:

Unit-I – Yoga Practice – Self-Exploration

- 1) Practice of yoga: asana, pranayama, meditation,
- 2) Introspection as a way of looking into one's self.
- 3) Writing a self reflective diary every day and sharing in small groups and in the classroom
- 4) Writing time lines and setting goals and schedules to study and work, checklists, and organizer to review achievements.

Unit-II – Teaching competencies- activities-to practice and observe –self rating and peer ratings

- 1) Reflecting on ones commitment to profession, learner and society. Achievement of excellence of the learner. Human values
- 2) Basic understanding on the protocols required for a teacher in the classroom with Children- Respects the child, Listens to the child, understands the child, and teaches relevantly.
- 3) Understanding work culture, discussion on code of conduct, professional ethics and self-analysis, reflection and self-rating.
- 4) Self reflection on-punctuality, regularity, integrity, humility, accountability, humanism, Empathy, Enthusiasm, relooking into oneself and self-rating.
- 5) Celebration of important days and socially relevant themes, conducting student seminars, symposia, giving lectures on various themes, conducting interviews, recording observations, reporting, critical feedback on peer and self performance
- 6) Improving Personality traits of a teacher. Simulated experiences, watching videos, live observations of classroom teaching, recording one's self-teaching, reviewing and self-rating.

Unit-III – Professional Development

- 1) Mock parliament, assembly, class room, exhibitions, setting up TLC, using Teaching resources, preparing various resources for teaching.
- 2) Extempore presentations instantly on given topics, brain storming on good and effective teaching and teachers.
- 3) Qualities of Best Teacher
- 4) Ideal system of Education
- 5) Teacher with Ethics and Code of Conduct
- 6) Constructivist classroom organization
- 7) Qualities of a Good Student
- 8) Sharing best practices in the classroom –institutional, individual, family, culture, Community, religion, organizations – Reflecting and adopting the Best from sharing, Making conscious effort to transform to become best.

Engagement:

- 1) Workshops on Yoga; Student presentations, student's reflections on all the unit-wise topics
- 2) Asanas, writing reflective daily diary, Brainstorm sessions, goal setting, self rating, peer rating.
- 3) Reviewing In-service training programmes, workshops organized.
- 4) Orientation and refresher programmes, benefits and perceptions of teacher.
- 5) Collecting list of various training programmes conducted by Academic Staff Colleges & School Education.
- 6) Reviewing and designing training programmes for capacity building in teacher educators.
- 7) Designing communicative English module.
- 8) Designing a lesson with a Model of Teaching.
- 9) Reviewing various models of teaching (Joyce & Weils) & reflecting.

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- 2) William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
- 3) Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
- 4) John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.
- 5) Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8..
- 6) Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.
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- 18) Yardi M.R. (1979) The Yoga of Patanjali, Bhandarkar, Oriental Research Institute Poona, India.
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PRACTICAL EXAMINATION:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for Test. The split of the marks assigned for the practical examination is shown below:

1. Students are asked to perform some yoga tasks & should say the benefits of – Asanas, Pranayama, Benefits of Meditation (15 Marks)
2. Students are asked to conduct any activity or task related to professional skills of teaching – they are observed and rated by the Jury & are asked to rate themselves objectively (10 Marks)
3. A Brainstorm session is given with some instant topic and is asked to perform & speak about it honestly.

A Jury with 2 members – the mentor will act as internal examiner while the external examiner is selected from other Colleges of Education for the conduct of Practical examination.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-II (Theory)
(EDN-08) Paper-VIII – Sociological Perspectives of Education

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

- 1) To enable the students to understand the sociological perspectives of education
- 2) The students will develop sociological thinking about culture, socialization and the role of education
- 3) To enable the students to understand the dynamics of social change
- 4) To understand the concept of equity in terms of gender, caste, creed and religion
- 5) To develop insights about contemporary developments in sociology of education

COURSE CONTENT

Unit-I – Sociological Approaches to Education

- 1) Sociology of Education – Meaning, Concept
- 2) Scope of Sociology of Education – Social Structure, Social Groups
- 3) Sociological Inquiry – Nature of Sociological Inquiry, Authoritative, Rationalistic and Scientific Inquiry and their Educational Implications

Unit-II – Socio-Cultural Context of Education

- 1) Socialization – Process, Types of Socialization, Theories of Socialization, Self-Theory – Charles Woley – And their Implications to Education
- 2) Culture – Meaning, Nature of Culture, Characteristics of Culture and Role of Education in Cultural Context
- 3) Gender Identities and Social Practices in Family, School and Society

Unit-III – Social Change and Education

- 1) Social Change – Meaning, Concept, Nature and Theories of Social Change – August Comte & Herber Spencer
- 2) Social Mobility – Meaning, Definition, Types of Mobility and Implications to Education
- 3) Education, Social Change and Modernization in India

Unit-IV – Equality and Social Justice

- 1) Nature of Inequalities in Indian Society – Social Stratification
- 2) Equality & Equity – Measures taken by the Government for Equalizing Opportunities in Relation to Caste, Class, Religion, Disabilities and Gender
- 3) Education for Nationalism and Universalism

Unit-V – Current Trends in Indian Education

- 1) Alternatives in Education – Adult & Continuing Education
- 2) Open and Distance Learning – Life Long Learning
- 3) Education for Peace & Disaster Management

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-II (Theory)
(EDN-09) Paper-IX – Inclusive Education

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

The students will be able to

- 1) Understand the philosophical, sociological and rights perspective of inclusive education
- 2) Explain the construct of inclusive education and the progression from segregation towards valuing and appreciating diversity in inclusive education
- 3) Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively

COURSE CONTENT

Unit-I – Introduction to Inclusive Education

- 1) Meaning and Definition of Inclusive Education – Scope and Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment
- 2) Changing Practices in Education of Children with Disabilities
- 3) Historical Perspective Education Globally and in India
- 4) Research Evidence on Efficacy and Best Practices Associated with Inclusive Education

Unit-II – Policies and Frameworks Facilitating Inclusive Education

- 1) International Framework (1994)
- 2) International Convention
- 3) National Commissions and Policies (1992), National Curriculum Framework
- 4) National Acts and Programmes

Unit-III – Planning for Including Diverse Learning Needs

- 1) Need for Early Identification of Specifics for Children, Role of Parents and Schools in Identification
- 2) Adaptations and Accommodation for Sensory Impairments
- 3) Specifics for Children with Neuro-Developmental and Multiple Disabilities
- 4) Children with Intellectual Impairment – Gifted Children

Unit-IV – Inclusive School Academic Instruction

- 1) Identifying Barriers to Inclusion – Attitudinal, Systemic and Structural
- 2) Universal Design for Learning
- 3) Whole School Development
- 4) Ensuring Physical, Academic and Social Access

Unit-V – Teaching Strategies

- 1) Co-Teaching Methods – One Teach, One Assist, Station Teaching, Parallel Teaching, Alternate Teaching, Team Teaching, and Peer Tutoring Including ICT
- 2) Classroom Management
- 3) Leadership and Teachers as Change – Agents
- 4) Assistive Technology

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-II (Theory)
(EDN-10) Paper-X – Educational Measurement & Evaluation

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

- 1) To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
- 2) To help the student to understand relationship between measurement and evaluation in education and the existing models of evaluation.
- 3) To orient the student with tools and techniques of measurement and evaluation.
- 4) To develop skills and competencies in constructing and standardizing a test.
- 5) To make the students understand how various requirements of education are measured, evaluated, and interpreted; and how their results are recorded for helping the learners.

COURSE CONTENT

Unit-I: Introduction of Educational Measurement and Evaluation

Concept, scope, need of educational measurement and evaluation - Difference among Test, Assessment, Measurement and Evaluation - Taxonomies of educational objectives (Old and New) - Cognitive, Affective and Psychomotor domains - Norm referenced measurement and Criterion referenced measurement.

Unit-II: Tools of Measurement

Subjective and Objective tools- essay test, objective test, scales, questionnaires, schedules, interviews, inventories and performance tests. - Uses and limitations of Achievement tests, - Teacher Made Tests, Aptitudes tests, Intelligence tests, Attitudes scales and Interest inventories.

Unit-III: Reliability and Validity

(A) Reliability

- 1) Meaning and concept of reliability,
- 2) Types of reliability: Test-retest reliability and internal consistency reliability, Inter rater reliability
- 3) Methods of establishing reliability: Split half method, Kuder-Richardson method, Cronbach's alpha.
- 4) Factors influencing reliability, how to improve reliability of test scores - Meaning and concept of standard error of measurement

(B) Validity

- 1) Meaning and concept of validity
- 2) Types of Validity: Content validity, Criterion-related validity and Construct Validity
- 3) Different sources of evidence for validity: Evidence based on test content, Evidence based on response process, Evidence based on internal structure, Evidence based on relations with other variables.
- 4) Factors influencing validity

(C) Relation of Validity to Reliability

Unit-IV: Test Construction

General principles of Test Construction and steps involved in Test Standardization: Writing test items - Objective type, essay type, and interpretative type- Pilot study(try out)- Item analysis: Item difficulty and Item discrimination- Inter-item correlation, Item-total correlation (Biserial and Point-Biserial correlation) - Basic characteristics of good measuring instruments, i.e., reliability, validity, and usability- Norms: Age norms, Grade norms – Standard Scores: Z-scores, T-scores and Stanine scores.

Unit-V: Educational Evaluation

Evaluation - Functions of evaluation and basic principles of evaluation, various steps involved in evaluation - Examination and Evaluation - 3D Model, Total Reflection Model & Individual Judgment Model - Evaluation and curriculum - interrelationships between measurement and evaluation in education - Evaluation and accountability. New Trends in Evaluation: Grading - Semester System - Continuous Internal Assessment - Question Bank - Uses of Computers in Evaluation.

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MASTER OF EDUCATION (M.Ed.)

SEMESTER-II (Theory)

(EDN-11) Paper-XI – Pre-Service and In-Service Teacher Education

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Understand the structure of pre-service teacher education
- 2) Critically reflect on NCTE framework & Position papers
- 3) Probe into various components of Teacher Education
- 4) Reflect of In-service Teacher Education programmes.
- 5) Design an in-service programme
- 6) Evaluate a training programme.

CONTENT:

Unit-I: Structure, Curriculum and Modes of Pre-service Teacher Education:

- 1) Concept of Teacher Education-Pre-Service and In-Service. Teacher Education
- 2) Understanding teacher role and functions.
- 3) Pre-service teacher education – concept, nature, objectives and scope. ·
- 4) Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation.
- 5) Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations.

Unit-II: Organisation of Different Components of Teacher Education Curriculum ·

- 1) The student teacher as an adult learner – characteristics. The concept of andragogy and its principles.
- 2) Organisation, Implementation and evaluation of different components of teacher education curriculum – existing practices.
- 3) Transactional Approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry.
- 4) Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment.
- 5) Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration.

Unit-III: In-service Teacher Education in India Concept, Structure and Modes:

- 1) Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programmes – orientation programme, refresher Courses, workshop, seminar and conference – their meaning and objectives.
- 2) The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- 3) Modes and Models of in-service teacher education: Modes of in-service teacher education – face-to-face, distance mode, online and blended mode. Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.
- 4) Training Examples of SSA and RMSA.

Unit-IV: Planning, Organizing and Evaluating an In-service Teacher Education·

- 1) Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
- 2) Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material.
- 3) Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- 4) Qualities and characteristics of an effective in-service teacher educator.

Unit-V: Structure of teacher education curriculum

- 1) NCTE curriculum Framework
- 2) Reflecting the structure of NCTE curriculum framework 2009
- 3) Reviewing & Reflecting on NCF Suggestive Curriculum
- 4) Reflecting on NCERT & NCFTE Position papers
- 5) Critically reading NCF 2005 and APSCF, 2011 Curriculum Framework.

Engagement:

- 1) A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organization, transaction and assessment – document analysis.
- 2) Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum.
- 3) Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes document analysis.
- 4) Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-II (Practicum)
(EDN-12)(a) Paper-XII(a) – Dissertation-I

Total Marks : 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

Dissertation work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically.

Semester-wise methodological procedures have been earmarked. Dissertation work continues throughout the three semesters (II, III & IV).

<i>Work to be completed</i>
1. Identifying a problem
2. Reviewing related literature
3. Preparation & presentation of Research proposal
4. Designing a tool (selection of a standardized tool & presentation of tool)

Each M.Ed. student will have to select a topic and work under the supervision of a faculty member allotted to him /her all through the semesters till the final viva-voce examination.

By the end of second semester, students are expected to prepare the proposal, either design on their own or should identify & adopt a standardized tool as per the nature of the study / problem. It is evaluated and awarded with 50 marks.

MASTER OF EDUCATION (M.Ed.)

SEMESTER-II (Practicum)

(EDN-13)(a) **Paper-XIII (a) – Internship-I (Supervision of Teaching Practice)**

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

Students have to complete internship in two phases. Phase I is in 2nd semester (100 marks) while the phase II is in 3rd semester (100 marks).

During Internship phase I, the students have to visit secondary schools. It is planned to coincide with the internship of B.Ed. students. M.Ed. students will guide the B.Ed. students and extend support to succeed in the completion of teaching practice. M.Ed. students work in tandem with teacher educators for providing support in terms of supervising activities such as – writing period plans, preparation of teaching aids, classroom management, and discipline in and outside the school.

M.Ed. students maintain a record of their day to day activities in the Reflective journal. During the I week, they acquaint with the school environment and develop rapport with B.Ed. students and teachers. During the 2 – 4 weeks, they help B.Ed. students write period plans, prepare teaching learning material; maintain observation record for supervising 5 lessons. All these activities they compile in the Reflective journal.

The students will visit different institutions of teacher education – pre-primary, elementary & secondary and schools like pre-primary schools, primary schools, government schools, corporate schools, international schools, innovative schools, concept schools, inclusive schools, special schools, etc. They will observe different practices, innovative practices and the same is reported before the jury for assessment.

The proforma for marking their observations is given below:

Observation Record

Every student teacher has to observe 3 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

Proforma of Evaluation

Name of the Teacher:

Name of the School:

Subject:

Class:

Medium:

Period:

Date:

S.No.	Aspects	Criteria	Rating
I. Period plan & Preparation	Statement of Academic standards	<ul style="list-style-type: none"> • Appropriateness • Attainability • Adequacy • Clarity 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 5
	Selection of topic	<ul style="list-style-type: none"> • Adequacy • Organization • Relevance • Accuracy • Richness (Depth) 	1 2 3 4 5 6 7 8 9
	Selection of activity	<ul style="list-style-type: none"> • Appropriateness • Adequacy • Effectiveness • Originality (Novelty) • Variety 	Marks awarded out of <u> </u> 10
	Teaching aids	<ul style="list-style-type: none"> • Appropriateness • Innovation (Originality) 	
	Previous knowledge	<ul style="list-style-type: none"> • Relevance • Sufficiency 	
	Output procedure	<ul style="list-style-type: none"> • Structuring • Accuracy • Brevity 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 5
	Evaluation	<ul style="list-style-type: none"> • Suitability of the tool • Continuity sequence • Comprehensiveness 	

II. Execution	Subject competence Teacher behavior)	<ul style="list-style-type: none"> • Accuracy • Relevance to the need of the situation • Richness (Depth) 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 10
	Communication	<ul style="list-style-type: none"> • Expression • Language • Speech • Voice (Modulation, Audibility) 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 15
	Questions & Answers Questions (Teacher behavior)	<ul style="list-style-type: none"> • Simple • Precise • Relevant • Thought provoking • Distribution 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 10
	Answers	Effective dealing with pupils answers	
	Class management	<ul style="list-style-type: none"> • Interaction • Cooperativeness • Handling of pupils • Sympathy • Budgeting of time 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 20
	Participation of students	<ul style="list-style-type: none"> • Active • Minimum • Passive • Suitable to situation 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 10
	Use of aids	<ul style="list-style-type: none"> • Handling • Effectiveness 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 5
	Teacher	<ul style="list-style-type: none"> • Appearance • Movements • Manners 	1 2 3 4 5 6 7 8 9 Marks awarded out of <u> </u> 10

Note: Example for figural conversion of rating: Aspect – Communication , Rating = 4, Maximum marks for the aspect is 15; Marks awarded $4 / 9 \times 15 = 6.6$ If there is no scope for the use of teaching aids in lesson, the marks may be added to methods of teaching i.e., $10 + 5 = 15$.

Signature of the M.Ed. Student

The format for recoding their activities in the Reflective journal is given below:

Day	Date	Activities	Reflections	Future promise to act/revise
1		Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
24				

MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Theory)
(EDN-14) Paper-XIV – Curriculum Development

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

The students will able to

- 1) Understand the Concept of Curriculum
- 2) Define Curriculum
- 3) Describe and Analyze various Approaches to Curriculum Development
- 4) Understand the Bases of Curriculum Development
- 5) Explain the Concept and Types of Evaluation

COURSE CONTENT

Unit-I – Introduction to Curriculum Development

- 1) Concept, Meaning and Definitions of Curriculum – Need of Curriculum
- 2) History of Curriculum Development in India
- 3) Determinants of Curriculum Development – Philosophical, Sociological, Psychological and Economic Foundations of Curriculum
- 4) Types of Curriculum – Core Curriculum Hidden and Spiral Curriculum

Unit-II – Curriculum Organization

- 1) Bases of Curriculum Development
- 2) Curriculum Design and Organization
- 3) Curriculum Construction – Different Models and Principles – ICDS, APPEP, DPEP & SSA
- 4) Designing Integrated Learning Experiences

Unit-III – Approaches in Curriculum Development

- 1) Approaches in Developmental, Functional, Eclectic and Ecological
- 2) Curriculum Framework NCTECF-2009.
- 3) Constructivist Approach in Designing Child-Centered Curriculum
- 4) Curriculum Approaches - Topical, Unitary and Spiral

Unit-IV – Curriculum Transaction and Instructional System

- 1) Instructional System
- 2) Need and Types of Enhancing Curricular Transaction – Study Skills, Counseling and Tutoring, Feedback Mechanism
- 3) Learner-Centered and Teacher-Centered Instruction
- 4) Role of Stake-Holders in Implementation and Evaluation of Curriculum

Unit-V – Curriculum Evaluation

- 1) Concept, Types of Evaluation
- 2) Models of Curriculum Evaluation
- 3) Construction of Evaluation Tools
- 4) Emerging Trends in Curriculum Evaluation – Grading, Semester, Continuous Internal Assessment, Uses of Computers in Evaluation

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Theory)
(EDN-15) Paper-XV – Statistical Methods and Data Processing

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Develop qualitative and quantitative data analysis techniques in educational research.
- 2) Understand the graphic representation of frequency distribution in the analysis of the data.
- 3) Use simple statistical techniques (Measures of Central Tendency and Measures of Variation), NPC and its applications.
- 4) Understand the measurers of the relationship of two or more than two variables.
- 5) Use appropriate Inferential statistical techniques and analyze the multivariate data.
- 6) Use computers in data analysis by using SPSS or EXCEL – Mean, SD, Correlations, t-test, F-test, χ^2 (Chi-square).

UNIT-I: Basics in Statistics

- 1) The Importance of Statistics in Education, Nature of the data in Qualitative and Quantitative data analysis - coding procedures, scoring procedures, tabulation, interpretation of data, conclusions and generalizations.
- 2) Graphical Representation of Data: Frequency distribution, Frequency Polygon, Smoothed Frequency Polygon, Histogram, Cumulative Frequency Curve, Cumulative Percentage Curve (or Ogive)
- 3) Concepts, Calculations and Uses of a) Measures of Central tendencies. b) Measures of Variability. c) Percentiles and Percentile Ranks.
- 4) Concept of Normal Probability Curve (NPC) - Properties and applications NPC – Importance of NPC in Educational research, Measuring divergence from Normality: Skewness and Kurtosis

UNIT-II: Measures of Relationships

- 1) Meaning and concept of Correlation – Linear and non-linear relationships – Scatter diagram – Importance and interpretation of correlation
- 2) Correlation Coefficients: Rank Correlation, Product Moment Correlation (r)
- 3) Further Correlations - Biserial, Point-Biserial, Tetrachoric and Phi-coefficient of Correlation, Partial and Multiple Correlations.
- 4) Meaning and concept of Regression and Prediction, Regression equations (deviation and score forms) - importance and utility of regression equations in educational research.

UNIT-III: Inferential Statistics – Parametric tests

- 1) Standard Error of Mean, Confidence limits, Degrees of Freedom, Levels of Significance
- 2) Test of significances, hypothesis testing
- 3) Type One error and Type Two errors, One-tailed and Two-tailed Tests
- 4) t-test- Independent samples, Paired and Co relational.
- 5) Analysis of Variance (ANOVA- F-test) - One-way – Two way Analysis.

UNIT-IV : Inferential Statistics – Non-Parametric tests

- 1) Chi-square (χ^2) - Equal probability, normal distribution, Independence in contingency tables, 2x2 fold contingency tables - utility and application of Chi-square (χ^2) test.
- 2) Median test, Sign test - utility and application of median test and Sign tests.
- 3) Mann-Whitney U test, utility and application of Mann-Whitney test.

UNIT-V: Multivariate Data Analysis techniques:

- 1) Concept of Multivariate data analysis, Characteristics of multivariate data analysis techniques.
- 2) Concept of Multiple Regression, concept of Regression Coefficient, interpretation of regression coefficient, importance and utility of regression in educational research.
- 3) Concept of Factor analysis - utility and application of Factor Analysis.

Engagement:

- 1) Collect the APA format and review any one research article as per the Format.
- 2) Review any three research articles and write the statistical findings in each article.
- 3) Collect any five problems and critically reflect on the appropriateness of statistics used in it.
- 4) Review of dissertations / theses to understand the statistical techniques used.
- 5) Take any two research articles or theses and write about the descriptive or inferential statistics used and their need for the study.
- 6) Use of computers in data analysis by using SPSS or EXCEL – Mean, SD, Correlations, t-test, F-test, χ^2 (Chi-square).

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Theory)
(EDN-16) Paper-XVI – Educational Technology & ICT

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

COURSE OBJECTIVES

The students will be able to

- 1) Understand the Nature and Scope of Educational Technology and Various Forms of Technology
- 2) Understand the Scope of ICT and its Applications in Teaching Learning
- 3) Understand the Systems Approach to Education & Communication Theories and Modes of Communication
- 4) Know the Instructional Design and Modes of Development of Self-Learning Material
- 5) Develop the Ability for Critical Appraisal of the Audio-Visual Media
- 6) Develop the Basic Skills in the Production of Different Types of Instructional Material, Know the Recent Innovations and Future Perspective of Educational Technology
- 7) Develop Various Skills to Use Computer Technology for Sharing Information and Ideas through the Email, Blogs and Chatting Groups

COURSE CONTENT

Unit-I – Nature and Scope of Educational Technology

- 1) Educational Technology – Concept, Product vs. Process – Forms of Educational Technology, Teaching Technology and Behaviour Technology
- 2) Approaches of Educational Technology – Hardware and Software – Transactional Usage of Educational Technology Integrated, Complementary, Supplementary, Stand Alone (Independent)
- 3) Information and Communication Basis – Nature and Scope of Communication System – Sender, Receiver, Message and Medium
- 4) Overview of Models of Instruction Design – ADDIE Model, Instructional Design for Competency based Teaching, Models for Development of Self-Learning Material, Review of Researches on Instructional Design

Unit-II – Audio Visual Media in Education

- 1) Audio-Visual Media – Meaning, Importance and Various Forms
- 2) Audio / Radio – Broadcast and Audio Recordings – Strengths and Limitations, Criteria for Selection of Instructional Units, Script Writing, Pre-Production, Post-Production Process and Practices, Uses of RCCP in Teaching, Role of AIR / Gyanvani, Audio Conferencing and Interactive Radio Conference.
- 3) Video / Educational Television – Telecast and Video Recordings – Strengths and Limitations – Use of Television and CCTV in Instruction and Training
- 4) Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and Other Institutions

Unit-III – Programmed Instruction and System Approach

- 1) Development of Programmed Instructional Material – Linear / Branching Models
- 2) Recent Innovations in Programme Formats – Skip Linear Programmes
- 3) Computer Assisted Instruction – System Approach
- 4) Multi-Media and Its Approach in Educational Technology

Unit-IV – Computer Fundamentals, Internet and World Wide Web (www)

- 1) Meaning, Nature, Scope and Significance of ICT
- 2) Introduction to a Personal Computer, Functional Overview of a Computer (Personal Computer / Laptop / Palmtop) and its Parts & Functions
- 3) The Internet and world wide web; Information Services and Functions of the Internet and the Web, Connection and Using the Email, Chatting, forums, discussion boards and recent advancements
- 4) The world wide web – Concept of www, Difference between internet and www, Web Pages and HTML, Web Browsers and Web Search Engines, Web Surfing

Unit-V – Applications in Education

- 1) E-Learning – Meaning, Nature and Characteristics, Classroom Dynamics, Advantages and Limitations
- 2) Web Based Learning – Online Learning – Meaning, Principles and Categories, Merits and Limitations, Meaning, Significance, Functions and Advantages of Virtual Campus
- 3) E-Journals and E-Books – Meaning Types, Salient Features and Availability of E-Journals – Meaning and Nature
- 4) Electronic Portfolio

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Theory) - Elective
(EDN-17)(a) ***Paper-XVII(a) – Elementary Teacher Education***

Total Marks: 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Probe into policies & perspectives of elementary education
- 2) Understand nature of the child.
- 3) Explore various issues & challenges related to elementary education.
- 4) Understand curriculum and pedagogy of elementary teacher education
- 5) Critically read & reflect on Position papers of National Curriculum Framework on Teacher Education
- 6) Understand the need for development of elementary teacher education.

CONTENT:

Unit-I: Perspectives and Policies of Elementary Teacher Education:

- 1) Meaning, Nature and Scope of Elementary Teacher Education. Institutions, Structures and Systems of Elementary level-National level, State level, District level and Sub-District level.
- 2) Historical perspectives of Elementary Teacher Education in India.
- 3) Perspectives of NCF-2005, APSCF-2011, NCFTE-2009 & RTE-2009.
- 4) Critical analysis of Pre-Service and In-Service Elementary Teacher Education Programmes.
- 5) Perspectives of Gandhi and Tagore and its relevance on Elementary Teacher Education in the present context.

Unit-II: Nature of the Child and Teaching Learning Process at Elementary Level:

1. Understanding Nature of the Child at Elementary level.
2. Children learning at Elementary level
3. Teaching learning process at Elementary level.
4. Understanding the Child's Social, Economical, Psychological, and Culture context.
5. Instructional Designs for Teaching at Elementary Level.

Unit-III: Issues, Challenges and Concerns of Elementary Teacher Education.

- 1) Preparation of Pre-Service and In-Service Elementary Teacher Education.
- 2) Competencies of Elementary Teacher.
- 3) Professional development of Teachers and their Work Culture.
- 4) Competences of Elementary Teacher Educators.
- 5) Quality in Elementary Teacher Education.
- 6) Implementation of Programmes and addressing and Challenges of Elementary Teacher Education.

Unit-IV: Curriculum and Pedagogy of Elementary Teacher Education:

- 1) Nature of Elementary Teacher Education Curriculum and Pedagogy.
- 2) Guiding Principles for the Development of Curriculum.
- 3) Components of Elementary Teacher Education Curriculum and its relevance in the present context.
- 4) Policy Perspectives of developing curriculum for Elementary Teacher Education.
- 5) NCF-2005, APSCF-2011 & RTE-2009.
- 6) Critical Analysis of Existing Curriculum in Elementary Teacher Education.
- 7) Pedagogic Practices and Strategies to deal with Elementary Stage.

Unit-V : Assessment of Learning at Elementary Level:

- 1) Need and Importance of Assessment.
- 2) Types of Assessment.
- 3) Continuous Comprehensive Evaluation (CCE) and Grading.
- 4) Sharing performance with Parents and Community.

Engagement:

- 1) Select and visit any one Government Elementary Teacher Education Institution and prepare a Report on the following Issues.
 - a) Styles of Institutional functioning.
 - b) Work culture of the Institution.
 - c) Students Participation in TLP and Other Activities.
 - d) Observation of Physical, Human Resources and Instructional Strategies and prepare a critical report.
 - e) Community Participation, School Internship and School Experience Programme.
- 2) Critical Study of Existing Elementary Teacher Education Curriculum in connection with elementary school curriculum.
- 3) Evaluation of any one Teacher Training Programme.
- 4) Critically review various programmes stipulated at elementary schools.
- 5) Conduct surveys to collect opinions of teachers, students & community on quality of elementary teacher education.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Theory) - Elective
(EDN-17)(b) **Paper-XVII(b) – Secondary Teacher Education**

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Understand secondary teacher education in India.
- 2) Comprehend the procedures related to curriculum development and assessment to deal with secondary teacher education.
- 3) Understand conceptual framework of secondary teacher education.
- 4) Look into the challenges of secondary teacher education.

CONTENT:

Unit-I: Conceptual Frame work of Secondary Teacher Education:

- 1) Meaning, Nature, Scope, Functions and Systems of Secondary Teacher Education.
- 2) Status and Development of Secondary Education in India after Independence.
- 3) Process of Teaching Learning Adolescent at Secondary level.
- 4) Exposure to Integrated and Subject specific streams Guide lines and Counseling strategies to meet changing Physiological, Psychological, Sociological and Economical requirements.
- 5) Education for children of Multiple Intelligences

Unit-II: Issues, Challenges and Concerns of Secondary Teacher Education:

- 1) Issues and Challenges related to Universalization of Secondary Teacher Education.
- 2) Issues and Strategies of Alternate Schooling at Secondary Stage.
- 3) Issues/ Challenges / Strategies / Interventions in relation to Access enrollment, Drop-Out Achievement and Equality of Educational Opportunities.
- 4) Issues of Education for Girls, Disadvantaged and differently abled Children and Slow-Learners and Interventions to solve the Problem.
- 5) Classroom Issues-Discipline, Under Achievement, Lack of Motivation, Slow Learners, Delinquency and Maladjustment.
- 6) Issues of Quality in Secondary Teacher Education, Management System of Secondary Teacher Education, Department of Education, Directorate, Inspectorate and Private Agencies.

Unit-III: Secondary Teacher Education in India:

- 1) Pre-Service and In-Service Secondary Teacher Education:
- 2) Concept, Nature, Objectives and Scope of Secondary Teacher Education.
- 3) Development of Teacher Education in India at Secondary level.
- 4) Recommendations of Various Commissions and Committees concerning Secondary Teacher Education System.
- 5) Impact of NPE-1986 and its POA-1992 on Secondary Teacher Education System.
- 6) The Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education, Institutions at Secondary Level.
- 7) Roles and Functions of IASE's & CTE's.
- 8) Roles, Functions and Networking of Institutions like UGC, NCERT, NCTE, NUEPA, and SCERTs.
- 9) Issues and Concerns of Pre-Service and In-Service and Teacher Education at Secondary Level.

**Unit-IV : Secondary Teacher Education Management Information System (SEMIS)-
Curriculum:**

- 1) Principles of School Curriculum Development at Secondary level.
- 2) Continuous Comprehensive Evaluation (CCE) in Secondary Teacher Education.
- 3) Structure of Management of Information System (MIS) School Mapping at Secondary Level.
- 4) Course Mapping at Secondary Level.
- 5) Types of Media. (Audio/ Visual).
- 6) Interactive Technologies.-Tele Conferencing, E-Learning, Designing of E-Content.
- 7) EDUSAT for Teacher Professional Development Program CPD.
- 8) Role of IGNOU, UGC, NCERT, SIET, SCERT's.
- 9) Challenges and Limitations of Interactive Technologies for INSET.

Unit-V: Assessment of Learning at Secondary Level:

- 1) Need and Importance of Assessment.
- 2) Types of Assessment.
- 3) Continuous Comprehensive Evaluation (CCE) and Grading.
- 4) Board Examinations.
- 5) Sharing performance with Parents and Community.

Engagement:

- 1) Select and visit any one Government Secondary Teacher Education Institution and prepare a Report on the following Issues.
 - a) Styles of Institutional functioning.
 - b) Work culture of the Institution.
 - c) Students Participation in TLP and Other Activities.
 - d) Observation of Physical, Human Resources and Instructional Strategies and prepare a critical report.
 - e) Community Participation, School Internship and School Experience Programme.
- 2) Critical Study of Existing Secondary Teacher Education Curriculum in connection with elementary school curriculum.
- 3) Evaluation of any one Teacher Training Programme.
- 4) Critically review various programmes stipulated at secondary schools.
- 5) Conduct surveys to collect opinions of teachers, students & community on quality of secondary teacher education.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Practicum)
(EDN-12)(b) Paper-XII(b) – Dissertation-II

Total Marks : 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

Dissertation work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically.

Semester-wise methodological procedures have been earmarked. Dissertation work continues throughout the three semesters (II, III & IV).

<i>Work to be completed</i>
1. Finalization & Standardization of the tool (s)
2. Administration of the tool (s)
3. Collection of data

By the end of the third semester, each student has to complete identification of sample, administration of tool (s) and collection of data.

This part of dissertation is awarded with 50 marks.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Practicum)
 (EDN-13)(b) **Paper-XIII (b) – Internship-II**

Total Marks: 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

The 2nd phase of Internship is aimed at equipping the competencies of teacher educator. The students of the secondary education stream will go to secondary teacher education institutions, while students of elementary education will go to elementary teacher education institutions (DIETs).

During the first week, students will acquaint themselves with the practices of teacher education institutions. In the next 2 – 4 weeks, they teach 10 lessons (out of them atleast 2 should be technology integrated) from the B.Ed. / D.Ed. curriculum. They prepare lesson plans along with teaching aids under the guidance of teacher educators. These lessons are observed by teacher educators which will be recorded as per the proforma given below:

Evaluation Form

Name of the student:

Title of the lesson:

Roll number:

Paper:

Date:

Time:

Class: B.Ed. / D.Ed.

S.No.	Item of observation	Rating					Remarks
		1 Very Poor	2 Poor	3 Moderate	4 Good	5 Excellent	
1	Planning & Organization						
	Selection of Content						
	Scope						
	Relevance						
	Utility						
2	Presentation						
	Introduction						
	Communication - verbal						
	Communication – non verbal						
	Attention						
	Interest						
	Examples						
	Discussion						
	Summary						
3	Technology integration (PowerPoint; Website; Newsletter)						
	Content – learning objectives & topic-specific criteria						
	Accuracy – spelling / grammar						
	Information – accurate , current, complete, useful & meaningful						
	Design & Layout – Aesthetics						
	Graphics & pictures						
	Text, colour & background						
	Lists & tables						
	Navigation (Website)						
3	Overall performance						
Suggestions:							

Note: Mark your observations (✓) or assign numbers (1,2...) in the appropriate cell.

Name of the Mentor / Faculty

Signature of the Mentor / Faculty

All these experiences of the students are recorded in the Reflective Journal, the format for which is given below;

Day	Date	Activities	Reflections	Future promise to act/revise
1		Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
-				
24				

MASTER OF EDUCATION (M.Ed.)
SEMESTER-III (Practicum)
(EDN-18) Paper-XVIII – Academic Writing

Total Marks: 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Understand the process of academic writing
- 2) Get the clarity while writing with respect to the parts of speech
- 3) Get insights into the common errors committed in punctuation and grammar.
- 4) Understand tips in writing
- 5) Understand the concept of Plagiarism in writing.

CONTENT:

Unit-I – Understanding the process of academic writing

- 1) Concept of academic writing
- 2) Features of academic writing- complexity, formality - Precision, objectivity, explicitness, accuracy, hedging, responsibility
- 3) Essay: Introduction, Title, Main Body, Conclusion, References, Layout

Unit-II – Academic writing: Parts of Speech

- 1) Verb
- 2) Adverb
- 3) Noun
- 4) Preposition
- 5) Pronoun
- 6) Adjective

Unit-III – Academic writing: Punctuation and Grammar & Plagiarism

- 1) Appropriate usage of : Syntax, Tense, Prepositions, Colons and semi-colons, Apostrophes, Speech marks, Singular and plurals, appropriate vocabulary, Informal phrases, Commas, Pronouns, Definite article, Capital letters, ‘and’ and ‘to’, Reasoning, Structure, Referencing techniques, Generalizations, Speculations and assertions, Metaphor
- 2) Proof-reading
- 3) Teacher Evaluation: Plagiarism and how to avoid it
- 4) Academic writing assessment criteria

Engagement:

- 1) Write an essay on a topic of your choice
- 2) Find the appropriate use of language items in a sentence
- 3) Correct the language with the help of guidance
- 4) Finalize draft of writing using tips
- 5) Check the draft with the features of academic writing
- 6) Finalize the script / document.

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Practical Examination:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for Test.

The work done by the student in the practicum will be assessed for 15 marks (Mentor).

The split of the marks assigned for the practical examination is shown below:

- 1) The work done by the student in the practicum will be assessed for 5 marks by other examiner.
- 2) Identify different parts of the speech from the following passage. (10 marks)
- 3) Correct the following paragraph with punctuation and grammar. (10 marks)
- 4) Write one paragraph on a topic of your choice. (10 marks)

MASTER OF EDUCATION (M.Ed.)

SEMESTER-IV (Theory)

(EDN-19) Paper-XIX – Educational Management and Leadership

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Comprehend theoretical as well as practical aspects of Educational Management in existing and emerging scenario.
- 2) Understand the meaning, types, nature of educational management
- 3) Understand the chronological development of educational management / administration in Pre-Independence and Post – Independence Era
- 4) Understand the leadership, meaning and styles of leadership.
- 5) Analyze their role in quantitative and qualitative improvement of education.
- 6) Deal with the day to day problems concerning education in general and school education in particular.
- 7) Understand Educational, Planning, Approaches and Alternatives.
- 8) Understand the role of National bodies and State level agencies and controlling authorities of educational management.

CONTENT:

Unit-I: Introduction to Educational Administration and Management

- 1) Meaning, Nature, Scope and functions of Educational Administration and Management
- 2) Historical perspective of Educational Management in India
- 3) Theories, Models and Practices of educational Management.
- 4) Growth and development of Modern concept of educational administration from 1900 to present day.
- 5) Management of Innovations in Educational Management: Human relations approach to Educational Administration.

Unit-II : Educational Administration in India

- 1) Education and the Indian constitution
- 2) Educational Administration at the National Level and State level
- 3) Educational Administration at the Local level; Role of NGOs in Expansion of Education and Quality Retention.
- 4) Structure of Education in India from pre-primary-Education to Post-Doctorate level.
- 5) Administrative Setup of Education in Telangana State.

Unit-III : Leadership in educational Management

- 1) Meaning, Nature and Functions of Leadership
- 2) Theories and Styles of Leadership
- 3) Transformational Leadership in Educational Management
- 4) Communication: Meaning, Importance, verbal and Non-verbal Communication
Direction of communication, communication Network, barriers to communication, overcoming barriers to communication.
- 5) Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques.

Unit – 4: Educational Management at State and National Level

- 1) Educational Policy formulation and Policy Planning
- 2) Organizational Structure of educational management at State and National Level
- 3) Role of Controlling Authorities & Universities in Educational Management
- 4) Centre-State coordination – Networking, partnership and linkages.
- 5) Quality education: Issues and challenges in policy Implementation –NAAC and performance Appraisal

Unit-V : Emerging Trends in educational Management

- 1) Globalization and Internationalization and their impact on educational policy, Planning and management
- 2) Total Quality Management (TQM); Role of quality issues in Educational Management
- 3) Human Resource Development
- 4) Monitoring and evaluation system in Educational Management
- 5) Intuitional Autonomy & Accountability

Engagement:

- 1) Review and reflect on structure and functioning of CABE, UGC, NAAC, NCTE, NIEPA in Educational Management
- 2) Critically reflect on the educational programmes in India to develop human resources.
- 3) Review NAAC's SSR reports of different universities placed on the university's website & write your critical reflections.
- 4) Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.
- 5) Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal
- 6) Observe the co-curricular Programmes and activities in a school and college.
- 7) Observe the school or college for the availability of academic resources and their optimum utilization and write a report.
- 8) Review present education policy of State of Telangana at school & higher education and reflect on it.
- 9) Visit to State Resource centers.

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MASTER OF EDUCATION (M.Ed.)

SEMESTER-IV (Theory)

(EDN-20) **Paper-XX – Environmental Education: Issues and Concerns**

Total Marks: 50

Internal Assessment: 15 Marks

External Assessment: 35 Marks

OBJECTIVES:

1. To make student teachers understand the concept, scope of environmental education, disaster management and climate change
2. To make student teachers appreciate the role of environmental education in disaster management and adaptation to climate change and mitigation of climate change
3. To enable the student teachers to understand strategies of protection of environment

CONTENT:

Unit-1: Environmental Education.

1. Environmental Education: concept, scope and objectives
2. Eco-centrism, Environmentalism, Conservation and Protection – environmental citizenship
3. Environmental Education at Primary, Secondary and Higher education levels
4. Environmental Education as a method: concept, practice, new dimensions and constraints

Unit-II: Human Influences on Environment

1. Crisis in the Environment: Human activity and Environmental Degradation, Various types of Pollution (Green House Effect, Ozone Depletion). Industrialization, Urbanization (Problems created by Slums,
2. Transporters, Improper waste disposal and Sanitation, etc.), improper Land Use (Wrong Agriculture Practices & Over Grazing), Environmental problems in Rural areas,
3. Deforestation and Wild-life Poaching, Radiation Hazards, Earth Charter.

Unit-III: Environment Protection

1. National Action Plan for Climate Change in India and Missions in it at National & State levels.
2. Biodiversity conservation in India National Biodiversity Authority & State Biodiversity Boards
3. Solid Waste Management: Swatchh Bharath Mission Solid Waste Management
4. Ecotourism and Case Study of Responsible Tourism in Kerala

Mode of Transaction: This is basically an experiential education methodology with (a)Case studies, (b)Experimentation, (c)Field Trip and Field Work, (d)Role Play and (e)Project based. It has research and documentation orientation with active, inclusive and participatory learning and teaching processes.

Engagement:

- 1) Study the Haritha Haram Programme implementation in any block plantation in neighbourhood
- 2) Study the changes in the micro climate in the area where the Haritha Haram Programme is implemented.
- 3) Study the changes in the Biodiversity in the area where the Haritha Haram Programme is implemented.
- 4) Study Mission Kakatiya Programme implementation in any water body and changes in the water availability for the neighbourhood before and after

- 5) Study Mission Kakatiya Programme implementation in any water body and changes in biodiversity and in the pond ecology before and after the programme.
- 6) Find out the benefits of changes in drinking water availability with the introduction of Drinking Water Grid.
- 7) Study the process and benefits of Swatchh Bharath programme in your neighbourhood promoted by the State
- 8) Study the environmental education programme implemented in any school
- 9) Your community is a centre of biodiversity: study and prepare a record of your community biodiversity
- 10) Your college is a hub of biodiversity: study and prepare a record of college biodiversity
- 11) Your college or any school is a centre of water consumption and waste water production study and prepare a plan for reduction, recycling and reusing of waste water in your college or any school
- 12) Your community is a centre of water consumption and waste water production study and prepare a plan for reduction, recycling and reusing of waste water in your community
- 13) Your college or any school is a centre of waste production study and prepare a plan for reduction, recycling and reusing of waste in your college or any school
- 14) Your community is a centre of waste production study and prepare a plan for reduction, recycling and reusing of waste in your community
- 15) Your college or any school is a centre of energy consumption study and prepare a plan for reduction of power usage in your college or any school
- 16) Your community is a centre of energy consumption study and prepare a plan for reduction of energy consumption in your community
- 17) Survey the 'Solid waste management' strategies adapted by your municipality: Solid wastes characterisation; storage & collection; and treatment, processing & disposal
- 18) Visit places of ecological importance (Botanical, Zoological, Safari parks or lakes) of your locality
- 19) Survey the vegetation cover of your locality, compare with the standards laid in the Forest Conservation Act of 1980 and write a report
- 20) Visit any one industry / factory in an industrial area (Jeedimetla, Nacharam, etc.) and find whether they adhere to the norms prescribed by the Environment (Protection) act of 1986. Write a report
- 21) Study the suspended particulate material and air pollutants (carbon monoxide, sulfur dioxide, Nitrous Oxide, Benzene, Ozone and Ammonia) of an urban area for about a week (data can be taken from Pollution Control Board) and make your observations on the data variations on working days, holidays and peak and slack hours.
- 22) Loss of forest/wilderness areas in the locality
- 23) Loss of water bodies with time
- 24) Changes in cropping pattern in the locality
- 25) Life style and carbon foot print
- 26) Afforestation and carbon footprint
- 27) Artificial fish culture, fertilizing water and GHG emission
- 28) Use of bio waste as compost and reduction in carbon footprint
- 29) Replacement of non-biodegradable plates, cups etc with biodegradable to reduce
- 30) carbon footprint
- 31) Use of bicycle in the place of motorised vehicle and reduction in carbon footprint
- 32) Energy saving devices to reduce GHG emission
- 33) Use of natural light in place of artificial light.
- 34) Landscape /Land use changes in relation to past climate change for your locality.
- 35) Studies on heat production by air condition systems in any study area and analysing alternatives.
- 36) Estimation of temperature in industrial / mining areas and its impact.
- 37) Monitoring air and water pollution in your locality.
- 38) Comparison of nature of houses (in terms of materials used, ventilation etc.) their design in terms of heat absorption and other weather parameters.
- 39) Study the impact of developmental activities on the micro climate/weather of your locality and compare the data with nearby areas not affected by the developmental activity.

- 40) Analysis of pre and post harvest (paddy crop) air quality in an area and study variations in different localities having visible weather conditions (this can be done by having children from different localities and conducting simultaneous observations in different locations with the same parameters)
- 41) Study the impact of vehicular pollution on micro climate at tourist destinations with reference to pre-tourist seasons, tourist season and post tourist season.
- 42) To study the carrying capacity of micro water sheds / local entrepreneurs in assisting pilgrims/tourists on religious routes and study seasonal variations, damages to eco systems, pollution etc.
- 43) Study the solid waste random disposal /landfill and its effect on nearby water resources and remedial measures.
- 44) Study the change in land use and land cover in your areas and its impact on climatic conditions.
- 45) Study the impact of over exploitation of sand mining on various environmental parameters like water table, temperature of water in water bodies, change in quality of water, (physical, chemical, biological parameters) and larger impact on cropping/agriculture, livelihoods.
- 46) Impact of changing weather, climate on the mangrove forests, density, eco system as a whole.
- 47) Impact of tourism on local weather, resources etc.
- 48) Impact of glass claddings in modern buildings – study of micro climate inside versus ordinary buildings.
- 49) Impact of charcoal making (*Prosopis juliflora*) on wild life.
- 50) Study the impact of multi-storied buildings on the local wind velocity and sunlight intensity, temperature, humidity etc.
- 51) Studies on micro arthropods / flora and fauna profiles and its seasonal variations in your study area.
- 52) Animal behavior as weather indicators – Collection of traditional experience and scientific validation.
- 53) Study of the growth rate of invasive (example *Parthenium*) species and its seasonal variations in your area and studying their adaptation capacities for adverse weather conditions in comparison to major crops.
- 54) Study of group migration of animals/birds/fish/plants and correlating the same with observed weather change / extreme weather events.
- 55) Study of Pond/Lake eco systems – temperature, water levels with reference to rainfall, study of life forms during various seasons (fish, frog, fresh water snakes, birds, aquatic plants, quality of water across seasons / varying temperatures / varying turbidity, etc.
- 56) Study of sacred groves – seasonal variations of life forms biomass, micro climate Studies, interrelationships within the eco system, etc.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Theory)
Core Special (A) – Elementary Education
(EDN-21)(a) ***Paper-XXI(a) – Elementary Education in India – Status, Issues & Concerns***
Total Marks : 100
Internal Assessment: 30 Marks *External Assessment: 70 Marks*

OBJECTIVES:

The students will be able to:

- 1) understand the context of elementary education
- 2) understand the concept of Universal Elementary Education (UEE)
- 3) understand the historical perspectives of elementary education
- 4) Reflect on implementation of UEE.

CONTENT:

Unit-I : Elementary Education in India

- 1) Historical perspective of elementary Education in India
- 2) Institutions, systems and structures at elementary school stage
- 3) Organizational Management of Elementary Education

Unit-II Policies & Perspectives of Elementary Education

- 1) Critical reflection of EFA as a national challenge
- 2) Understanding the Concept of UEE and Programmes of UEE – APEP / DPEP/SSA
- 3) Role of U.N.O in Elementary Education
- 4) RTE Act, 2009 and the challenges in implementation
- 5) Programmes of Elementary Education Issues and challenges
- 6) Perspectives of NCF-2005, APSCF-2011, New Education Policy 2015 on Elementary Education

Unit-III: Issues and Challenges of Elementary Education

- 1) Challenges in achievement of UEE with reference to Access, Enrollment, Retention and Quality.
- 2) Implementation of UEE programmes
- 3) Children, work and Education – Understanding the problems of children at work & their education status
- 4) Insights into the education of Girl child, Disadvantaged & Migrant children

Unit-IV: Quantitative Expansion and Qualitative improvement in Elementary Education

- 1) Status of elementary education in Telangana Districts
- 2) Intervention programmes for 100% Enrolment of elementary school children
- 3) Strategies to involve Community in education of children at elementary level
- 4) Role of SMC's in overcoming challenges of elementary education
- 5) Instructional Strategies for quality enhancement of Elementary education
- 6) Process of Evaluation to enhance quality of education at Elementary level

Unit-V: Research and innovation in Elementary Education

- 1) Critical appraisals of Policies and programmes
- 2) Research trends in Elementary Education at National & International level: Pratham, ASER, UNICEF & HDI Reports
- 3) Innovative practices in Elementary education: Art & Craft, ICT & Skill Development

Engagement:

- 1) Visits to various elementary schools working under different managements such as A.W, R, K.V.S, Navodaya Mission Z.P, Pvt. Schools
- 2) Tabulating / synopsis of historical development of Elementary Education in India. Pre, post and contemporary period.
- 3) Situational analysis of UEE in local area of the student
- 4) Study on Enrolment Collection of student data on U.E.E Girl Child enrolment
- 5) Analytical report on financial support to different government schemes
- 6) Awareness' among parents about existing elementary Education programme
- 7) Opinions of parents teachers and community on RTE
- 8) Disciplinary practices in elementary schools
- 9) Issues and challenges of elementary school
- 10) Reading texts of NCF, SCF and writing a review report
- 11) New Education policy 2015
- 12) Statistical report on status of elementary education in their respective districts
- 13) Conduct of PTA meetings related to Health and nutrition and academic achievement.
- 14) Evaluation of Elementary Education text books based on their methodology
- 15) Evaluation of Elementary policies
- 16) Time tables / School calendar of various schools to suggest measures to prepare a child friendly classroom
- 17) Study on Implementing Swach Bharath for Enrolment protection
- 18) Review provision of toilet facilities in co –education school
- 19) Status of Art & craft education
- 20) Status of Skill development programme
- 21) Academic status of government elementary schools with attached pre schools
- 22) Facilities for Sports and Games
- 23) Observation of Teaching Learning process in elementary classroom
- 24) Developing lesson plans for skill development in elementary children such as book binding, stitching, block printing, paper bags
- 25) Observe communication skills among elementary children (LSRW)

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Theory)
Core Special (A) – Elementary Education
(EDN-22)(a) ***Paper-XXII(a) – Curriculum & ICT in Education at Elementary Level***
Total Marks : 100
Internal Assessment: 30 Marks External Assessment: 70 Marks

PART-A (Curriculum)

OBJECTIVES:

The student teachers will be able to:

- 1) Understand the existing curricular practices at elementary level
- 2) Utilize socio-political context in organizing learning experiences at elementary level
- 3) Understand the process of designing curriculum at elementary level
- 4) Design ICT integrated modules for elementary stage

CONTENT:

Unit-I: Knowledge and curriculum at elementary level

- 1) Critical understanding of principles of elementary curriculum
- 2) Aims, objectives and academic standards in designing elementary curriculum
- 3) Organization of elementary school curriculum
- 4) Existing elementary school curriculum and socio-political context

Unit-II: Process of Designing elementary curriculum

- 1) Constructivist approach in designing child centred curriculum
- 2) Child-centered models of curricular interventions – ICDS, APPEP, DPEP, SSA
- 3) Teacher support curriculum – Designing teacher guides, subject resource modules, training modules, training programs, worksheets, rubrics.
- 4) Designing integrated learning experiences
- 5) Integration of learning experiences related to work experience, gender parity, peace oriented values, health needs, disabilities, Art and crafts.

Unit-III: Curriculum at Elementary level

- 1) Designing ICT integrated modules for elementary curriculum
- 2) Work experience curriculum at elementary level
- 3) Health and physical education at elementary level
- 4) Languages at elementary level
- 5) Environmental studies at elementary level
- 6) Social sciences at elementary level
- 7) Natural sciences at elementary level

Mode of Transaction: Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects.

Engagement:

- 1) Evaluate any one state curricula
- 2) Evaluate any elementary school text book with reference to principles of curriculum
- 3) Designing an ICT integrated module for any topic of your choice
- 4) Designing any training module for a subject of your choice
- 5) Evaluate NCF 2005, SCF 2011 based school text.
- 6) Content analysis of elementary school text and reporting
- 7) Evaluate health, art, physical education programs at any elementary school

REFERENCES:

- 1) MHRD 2001 convention on the rights to the child, New Delhi
- 2) UNESCO 2005 EFA global monitoring report on quality of education finance.
- 3) Ericson, H.L. 2002 Concept based curriculum and instruction, Crown Press.Inc. California

PART-B (ICT in Education)

OBJECTIVES:

The student teachers will be able to:

- 1) Explain the concept of ICT in education.
- 2) Appreciate the scope of ICT for improving the personal productivity and professional competencies.
- 3) Explain the concept of educational technology.
- 4) Develop skills of interaction in the classroom.
- 5) Explain different approaches of ICT integration in education.
- 6) Use internet efficiently to access remote information, communicate and collaborate with others.

COURSE CONTENT

Unit-I: Introduction to ICT

- 1) Role of technology in Fostering student centric Learning environment
- 2) Today's Educational resources: Technology facilities and types of software
- 3) Today's Educational technology Issues & Skills
- 4) Tomorrow's Educational Technology: Emerging trends in tools and Applications

UNIT-II: ICT in Elementary Education

- 1) Initiatives, key issues and concerns
- 2) Teacher Preparation and ICT in education
- 3) Educational outcomes and ICT in Education
- 4) Instructional Software for 21st century teaching:
 - a) Drill and practice teaching functions
 - b) Tutorial Teaching functions
 - c) Simulation teaching functions

UNIT-III: National policy on ICT in School Education

- 1) Problem, vision, mission and policy goals
- 2) Mobile learning, policies and Multiculturalists knowledge Economies
- 3) ICT in School Education
- 4) Implementation and Managing the policy
- 5) Financing and sustainability

Engagement:

- 1) Reflect on the Content –free software (writing software, Multimedia authoring and presentation software, concept mapping software)
- 2) Find out the resources for Assistive technology for the children with special needs
- 3) Interview the teachers and teacher educators to know Pedagogical changes Achievable through ICT such as 'Integration of ICT into teaching and learning process'
- 4) Find out the Best practices followed in schools and teacher education institutions.
- 5) Interview teachers and teacher educators to overcome the challenges of ICT in Elementary Education with respect to:
 - a) Practical aspects of using ICT activities
 - b) How to overcome challenges and obstacles
 - c) Challenges of the 21st century
- 6) Reflect on Making ICT work to achieve Millennium Development Goals with respect to:
 - a) Promising practices
 - b) Case studies from the front line of teaching with ICT
- 7) Give suggestions to use WWW as source for learning
- 8) List the resources of Educational material available via web portals.

REFERENCES:

- 1) Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: Black Prints.
- 2) Barton, R.(2004).*Teaching Secondary Science with ICT*. McGraw-Hill International
- 3) Cambridge, D.(2010). *E-Portfolios for Lifelong Learning and Assessment*. John Wiley& Sons
- 4) Costantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a Professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson
- 5) Denis, Kim, Sen and Morin (2000). *Information Technology - The Breaking Wave*. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- 6) Imison, T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
- 7) *Intel Teach to the Future - Pre-Service Binder – Version 2.0*
- 8) Kirwadkar, A. & Karanam, P. (2010). *E-Learning Methodology*. New delhi: Sarup Book Publishers Pvt. Ltd.
- 9) Kumar, K.L. (2000). *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
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- 13) Norton, P. (2000). *Introduction to Computers*. New Delhi: Tata McGraw-Hill Publications.
- 14) Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
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- 16) Sharma, Y.K. & Sharma, M, (2006). *Educational Technology and Management, Vol 1*. New Delhi: Kanishka Publishers and Distributors.
- 17) Shukla, Satish S. (2005). *Basics of Information Technology for Teacher Trainees*. Ahmedabad: Varishan Prakashan.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Theory)
Core Special (A) – Elementary Education
(EDN-23)(a) ***Paper-XXIII(a) – Assessment in Education at Elementary Level***
Total Marks : 50
Internal Assessment: 15 Marks *External Assessment: 35 Marks*

OBJECTIVES:

The student teachers will be able to:

- 1) Conceptualize measurement & Assessment related practices
- 2) Understand various testing procedures
- 3) Prepare test papers & evaluation rubrics
- 4) Understand evaluation procedures to be followed at elementary level.

Unit-I: Measurement and Assessment in Teaching

- 1) Assessment, Test and Measurement – Concept and Characteristics
- 2) Assessment of Learning; Assessment for Learning
- 3) General principles of Assessment, Assessment and the Instructional Processes
- 4) Types of Assessment Procedures - Placement, Formative, Diagnostic and Summative , Norm-referenced and Criterion-referenced
- 5) Common applications of Educational Assessments- Student evaluations, Instructional decisions, Selection, Placement & classification decisions, Policy decisions, Counseling and Guidance decisions
- 6) Assembling, Administering and Appraising Classroom tests and Assessments.

Unit-II: Classroom Tests and Assessments

- 1) Planning classroom Tests & assessments - Purpose of classroom tests and assessment, Developing specifications for tests and assessments; Selecting and constructing appropriate types of items and assessment tasks
- 2) Achievement Tests – Characteristics of Standardized and Teacher made tests
- 3) Assessment procedures – Observational techniques, Peer appraisal and Self – reporting techniques
- 4) Performance –based assessments – Types of performance based assessments, Guidelines for developing Effective performance assessments, Performance Criteria, Scoring Rubrics, Rating Scales and Checklists
- 5) Portfolio assessment – Purpose of Portfolios, Guidelines for portfolio entries, Evaluation criteria and using portfolios in instruction and communication, guidelines and student role in selection of portfolio entries and self – evaluation

Unit-III: Assessment techniques at Elementary Level

- 1) Constructivist paradigm – Perspective and Purpose of Assessment
- 2) Continuous Comprehensive Evaluation – Concept and importance
- 3) Position papers on Continuous Comprehensive Evaluation – NCF, 2005 & SCF, 2011
- 4) Academic Standards and Indicators at Elementary level
- 5) CCE in Languages – Telugu , English and Hindi
- 6) CCE in EVS
- 7) CCE in Arithmetic
- 8) Grading and Reporting – Functions and Types of Grades; progress Report

Engagement:

- 1) Find out the views of teachers, students & parents on CCE.
- 2) Plan classroom tests for different subjects as per the norms – SCF, 2011.
- 3) Observe evaluation practices of a regular teacher in a classroom & reflect on the CCE pattern.
- 4) Collect different subjects, class CCE report cards from the schools & reflect on the evaluation practices.
- 5) Prepare rubrics for portfolio assessment
- 6) Critically reflect on the position papers of CCE and write a report.

REFERENCES:

- 1) Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
- 2) American Psychological Association. (2010). *Publication Manual of the American Psychological Association. United States: American Psychological Association.*
- 3) Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th Ed). New Delhi: Prentice Hall.
- 4) Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications
- 5) Gregory R. J. (2004) Psychological Testing History, Principles, and Applications (Fourth Edition) , New Delhi: Pearson Education
- 6) Kaplan, R.M., & Saccuzzo, D.P. (2004). *Psychological Testing: Principles, Applications and Issues.* Wadsworth Publishing.
- 7) Kline, J., B., T. (2005) Psychological Testing: A Practical approach to design and Evaluation New Delhi: Sage Publications
- 8) Singh, A.K. (1997) Tests, Measurement and Research Methods in Behavioural Sciences. (Second editon). Patna: Bharathi Bhawan Publishers and Distributors
- 9) Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8th Edition. New York: McGraw-Hill.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Theory)
Core Special (B) – Secondary Education
(EDN-21)(b) Paper-XXI(b) – Secondary Education in India – Status, Issues and Concerns

Total Marks : 100

Internal Assessment: 30 Marks

External Assessment: 70 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) understand the context of secondary education
- 2) understand the concept, objectives, rationale and context of secondary education
- 3) Learns the challenges and extent of success of Universal Elementary
- 4) Education (UEE) and their influence on secondary education
- 5) discuss the development of Secondary education in India since independence
- 6) reflect on the relevance of strategies and programmes of RMSA..

CONTENT:

Unit-I: Secondary Education in India

- 1) Historical perspective of Secondary Education in India
- 2) Administrative structures, system and institutions at Secondary level
- 3) Organization and Management of Secondary Education
- 4) Signification of Secondary stage in Education

Unit-II: Emerging Perspectives of Secondary Education

- 1) Understanding the Secondary School Child
- 2) Knowledge and curriculum at Secondary level
- 3) Policies and programmes for secondary level. (RMSA, Model Schools, yoga Education) skill Development
- 4) Reflections on NCF 2005 and APSCF 2011 JCT at secondary level (With Special reference to stage specific comment based on 18 position papers)

Unit-III: Issues and Challenges of Secondary Education

- 1) Status of Secondary Education in India W.S.R to Telangana State
- 2) Vocationalization of Secondary education
- 3) Quality concerns of Secondary education
- 4) Challenges in Enrolment and retention with special reference to girls education at secondary level

Unit-IV: Secondary Education – Preparation for Citizenship Life / Future

- 1) Connecting life to world of work (Dignity of labor)
- 2) Life skills Education at secondary level - Work as a pedagogic tool
- 3) Understanding diversity, hospitality and better communication skills

Unit-V: Innovations in Secondary Education

- 1) Innovative Resource management – Human and Material resources (Labs, Libraries)
- 2) Art and Craft as a pedagogic tool
- 3) JCT mediation at secondary level Centre and state initiatives.
- 4) Exploring E-resource for teaching and learning at Secondary level - RTE, Open School System

Engagement:

- 1) Preparation of data tables related to secondary education
- 2) Visits to various secondary schools – Private, Corporate, Aided Government and write a report.
- 3) Comparison of secondary curricula of CBSE, SSC, JCSE, Cambridge etc.
- 4) Preparation of caste studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
- 5) Review of RTE and SCF with reference to knowledge and curriculum
- 6) Collecting district wise data of secondary school children enrolment & School Teachers.
- 7) Visit to technical / Setwin / Institutions.
- 8) Critical review on Examination system at secondary level.
- 9) Observation review on CCE at secondary level.
- 10) Visits to worksites and documentation of the process
- 11) Preparation of portfolios.

REFERENCES

- 1) Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
- 2) Aggarwal J.C (1998): Teacher education, theory and practices, Doaba Home, New Delhi.
- 3) Altikur. A.S (1944): Education in ancient India, Nand kishore Bros, Banaras.
- 4) Anderson. L.W. et al (1997): International Encyclopedia of Teaching and Training education, Pergmon press.
- 5) Biddle, Bruce. J, and Ellena-contemporary research on teacher-effectiveness
- 6) Buch. M.B (1979): Second survey of research on Education, SERD, Baroda.
- 7) Buch. M.B (1947): Reading in inservice education, Sardar Patel Palasane, M.M. university, Anand.
- 8) Buch. M.B (1971): First survey of research in Education, SERD, Baroda.
- 9) Chadha S. S. (2005): Teacher in Emerging Indian Society. International Publishing House, Meerut.
- 10) Dunkin Michael J. (1987): The international encyclopedia of teaching and teacher education, Pergmon education forum, vol 4 no 12, New York.
- 11) Education Commission Report (1964-66). Government of India, New Delhi.
- 12) Harvilas, S and Naik .J.P (1951): A history of education in India, Macmillan and co. Bombay.
- 13) Hittlilman, Daniel. R. (1976) : *A model for a competency based teacher preparation in Program-teacher education Forum*, vol 4 no 12, New York.
- 14) Jangira N.K. (1979): Teacher training and teacher effectiveness an experience in Teaching, National Publishing House, New Delhi.
- 15) Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
- 16) N.C.E.R.T., NCERT- the First Year Book of Education 1961.
- 17) Naik J.P. (1965): Educational Planning in India, Allied Publishers
- 18) NCERT 1968: The Third Indian year book on education NCERT, New Delhi.
- 19) NCTE, Teacher education curriculum (1978), A Framework, NCERT, New Delhi.
- 20) Pradeep kumar T. (2010): Teacher education APH Publishing corporation.
- 21) Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
- 22) Rita C (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- 23) Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
- 24) Shrimali .K.L Better teacher Education, Ministry of education Govt. of India, New Delhi.
- 25) Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- 26) Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- 27) UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- 28) UNESCO- Economic and Social aspects of Educational Planning, 1963

MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Theory)
Core Special (B) – Secondary Education
(EDN-22)(b) ***Paper-XXII(b) – Curriculum & ICT in Education at Secondary Level***
Total Marks : 100
Internal Assessment: 30 Marks *External Assessment: 70 Marks*

PART-A (Curriculum)

OBJECTIVES:

The student teachers will be able to:

- 1) Understand the need for knowledge & curriculum at secondary level.
- 2) Understand the processes of designing the secondary curriculum
- 3) Develop the curriculum for secondary level.

CONTENT:

Unit-I: Knowledge and curriculum at Secondary level

- 1) Critical understanding of principles of curriculum
- 2) Aims, objectives and academic standards in designing Secondary curriculum
- 3) Organization of secondary school curriculum
- 4) Existing Secondary school curriculum and socio-political context

Unit-II: Process of Designing secondary curriculum

- 1) Constructivist approach in designing child-centred curriculum
- 2) Child-centred models of curricular interventions – ICDS, APPEP, DPEP & SSA
- 3) Teacher support curriculum – Designing teacher guides, subject resource modules, training modules, training programs, worksheets, rubrics.
- 4) Designing integrated learning experiences
- 5) Integration of learning experiences related to work experience, gender parity, peace oriented values, health needs, disabilities, Art and crafts.

Unit-III: Designing curriculum at secondary level

- 1) Designing language curriculum – pre-language formula, medium of instructions, multilingual character of curricula
- 2) Designing science curriculum for secondary level.
- 3) Designing social science curriculum for secondary level.
- 4) Designing mathematics curriculum for secondary level.
- 5) Designing Integrated curriculum for secondary level.

Mode of Transaction: Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects.

Engagement:

- 1) Evaluate any one state curricula prepared for secondary education.
- 2) Evaluate any secondary school text book with reference to principles of curriculum
- 3) Designing an ICT integrated module for any topic of your choice
- 4) Designing any training module for a subject of your choice
- 5) Evaluate NCF 2005, SCF 2011 based school text.
- 6) Content analysis of secondary school text and reporting
- 7) Evaluate health, art, physical education programs at any secondary school

REFERENCES:

1. MHRD 2001 convention on the rights to the child, New Delhi
2. UNESCO 2005 EFA global monitoring report on quality of education finance.
3. Ericson, H.L. 2002 Concept based curriculum and instruction, Crown Press.Inc. California

PART-B (ICT in Education)

OBJECTIVES:

The student teachers will be able to:

- 1) Explain the concept of ICT in education.
- 2) Appreciate the scope of ICT for improving the personal productivity and professional competencies.
- 3) Explain the concept of educational technology.
- 4) Develop skills of interaction in the classroom.
- 5) Explain different approaches of ICT integration in education.
- 6) Use internet efficiently to access remote information, communicate and collaborate with others.

CONTENT:

UNIT-I: Introduction to ICT

- 1) Role of Technology in promoting Higher Order thinking Skills (HOTS)
- 2) Role of technology in Fostering student centric Learning environment
- 3) A Brief History of Digital technologies
- 4) Today's Educational resources: Technology facilities and types of software
- 5) Today's Educational technology Issues & Skills
- 6) Tomorrow's Educational Technology: Emerging trends in tools and Applications

UNIT-II: ICT in Secondary Education

- 1) Initiatives, key issues and concerns
- 2) Quantifying ICT in Education – E-readiness
- 3) Infrastructure to support the integration of ICT in Educational Institutions
- 4) Teacher Preparation and ICT in education
- 5) Educational outcomes and ICT in Education
- 6) Instructional Software for 21st century teaching:
 - a) Introduction to instructional software
 - b) Drill and practice teaching functions
 - c) Tutorial Teaching functions
 - d) Simulation teaching functions
 - e) Game teaching function
 - f) Problems solving Teaching functions
 - g) Integrating Learning systems

UNIT-III: National policy on ICT in School Education

- 1) Problem, vision, mission and policy goals
- 2) Mobile learning, policies and Multiculturalists knowledge Economies
- 3) ICT in School Education
- 4) Implementation and Managing the policy
- 5) Financing and sustainability
- 6) Monitoring and evaluation ICT for school Management and Capacity Building

Engagement with the field:

- 1) Reflect on the Content –free software (writing software, Multimedia authoring and presentation software, concept mapping software)
- 2) Give few examples of Content – rich software (reinforcement software, Simulation Software, reference software)
- 3) Find out the resources for Assistive technology for the children with special needs
- 4) Interview the teachers and teacher educators to know Pedagogical changes Achievable through ICT such as:
 - a) Integration of ICT into teaching and learning process
 - b) Meeting curriculum objectives and skills development
 - c) Planning and preparing activities with ICT
- 5) Find out the Best practices followed in schools and teacher education institutions:
 - a) Virtual web-based learning communities
 - b) Curriculum integration
 - c) Course Dissertation arranged ICT skills
 - d) Learning tools
 - e) Simulation tools for Educational understanding
 - f) Finding International Educational practices
- 6) Interview teachers and teacher educators to overcome the challenges of ICT in Elementary Education with respect to:
 - a) Practical aspects of using ICT activities
 - b) How to overcome challenges and obstacles
 - c) Challenges of the 21st century
- 7) Reflect on Making ICT work to achieve Millennium Development Goals with respect to:
 - a) Promising practices
 - b) Case studies from the front line of teaching with ICT
 - c) Applying Apps in Education
- 8) Write a critical report on digital content – its usage, Choice, getting, buying, sharing and developing
- 9) Give suggestions to use WWW as source for learning
- 10) List the resources of Educational material available via web portals.

REFERENCES:

- 1) Agarwal, J.P. (2013). Modern Educational Technology. Delhi: Black Prints.
- 2) Barton, R.(2004).Teaching Secondary Science with ICT. McGraw-Hill International
- 3) Cambridge, D. (2010). E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
- 4) Costantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). Developing a Professional Teaching Portfolio: A Guide for Success. New Delhi: Pearson
- 5) Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- 6) Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- 7) Intel Teach to the Future - Pre-Service Binder – Version 2.0
- 8) Kirwadkar, A. & Karanam, P. (2010). E-Learning Methodology. New Delhi: Sarup Book Publishers Pvt. Ltd.
- 9) Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- 10) Madhu, P. (2006). Satellite in Education. Delhi: Shipra Publications.
- 11) Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- 12) Meredith, Marilyn and Rustkosky, Nita (2000). Advanced Microsoft Office 2000. New Delhi: BPB Publication.
- 13) Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.
- 14) Roblyer, M.D. (2006). Integrating Educational Technology into Teaching. New Jersey: Pearson Prentice-Hall Inc.
- 15) Schwatz & Schultz (2000). Office 2000. New Delhi: BPB Publications.
- 16) Sharma, Y.K. & Sharma, M, (2006). Educational Technology and Management, Vol 1. New Delhi: Kanishka Publishers and Distributors.
- 17) Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Theory)
Core Special (B) – Secondary Education
(EDN-23)(b) ***Paper-XXIII(b) – Assessment in Education at Secondary Level***
Total Marks : 50
Internal Assessment: 15 Marks External Assessment: 35 Marks

OBJECTIVES:

The student teachers will be able to:

- 1) Conceptualize measurement & Assessment related practices
- 2) Understand various testing procedures
- 3) Prepare test papers & evaluation rubrics
- 4) Understand evaluation procedures to be followed at secondary level.

Unit-I: Measurement and Assessment in Teaching

- 1) Assessment, Test and Measurement – Concept and Characteristics
- 2) Assessment of Learning; Assessment for Learning
- 3) General principles of Assessment, Assessment and the Instructional Processes
- 4) Types of Assessment Procedures - Placement, Formative, Diagnostic and Summative , Norm-referenced and Criterion-referenced
- 5) Common applications of Educational Assessments- Student evaluations, Instructional decisions, Selection, Placement & classification decisions, Policy decisions, Counseling and Guidance decisions
- 6) Assembling, Administering and Appraising Classroom tests and Assessments.

Unit-II: Classroom Tests and Assessments

- 1) Planning classroom Tests & assessments - Purpose of classroom tests and assessment, Developing specifications for tests and assessments; Selecting and constructing appropriate types of items and assessment tasks
- 2) Achievement Tests – Characteristics of Standardized and Teacher made tests
- 3) Assessment procedures – Observational techniques, Peer -appraisal and Self-report techniques
- 4) Performance-based assessments – Types of performance based assessments, Guidelines for developing Effective performance assessments, Performance Criteria, Scoring Rubrics, Rating Scales and Checklists
- 5) Portfolio assessment – Purpose of Portfolios, Guidelines for portfolio entries, Evaluation criteria and using portfolios in instruction and communication; guidelines and student role in selection of portfolio entries and self-evaluation

Unit-III: Assessment Techniques at Secondary Level

- 1) Constructivist paradigm – Perspective and Purpose on Assessment
- 2) Continuous Comprehensive Evaluation – Concept and importance
- 3) Continuous Comprehensive Evaluation – NCF, 2005 & SCF, 2011
- 4) Academic Standards and Indicators at Secondary level
- 5) CCE in Languages – Telugu , English and Hindi
- 6) CCE in Physical Science, Biological Science and Social Studies
- 7) CCE in Mathematics
- 8) Grading and Reporting – Functions and Types of Grades; progress Report

Engagement:

- 1) Find out the views of teachers, students & parents on CCE.
- 2) Plan classroom tests for different subjects as per the norms – SCF, 2011.
- 3) Observe evaluation practices of a regular teacher in a classroom & reflect on the CCE pattern.
- 4) Collect different subjects, class CCE report cards from the schools & reflect on the evaluation practices.
- 5) Prepare rubrics for portfolio assessment
- 6) Critically reflect on the position papers of CCE and write a report.

REFERENCES:

- 1) Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
- 2) American Psychological Association. (2010). *Publication Manual of the American Psychological Association. United States: American Psychological Association.*
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- 11) Linn R. L. Gronlund N. E. (2000): Measurement and Assessment in Teaching. Pearson Education Inc. Delhi.

MASTER OF EDUCATION (M.Ed.)
SEMESTER-IV (Practicum)
(EDN-12)(c) ***Paper-XII(c) – Dissertation-III (Pre-Submission Seminar)***

Internal Assessment: 50 Marks

Dissertation work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically.

Semester-wise methodological procedures have been earmarked. Dissertation work continues throughout the three semesters (II, III & IV).

<i>Work to be completed</i>
1. Analysis of data
2. Preparation of Draft report for Pre-submission Seminar

By the end of the Fourth semester, each student has to complete analysis of data and should prepare draft report.

Pre-submission of the report will be made with 50 marks.

MASTER OF EDUCATION (M.Ed.)

SEMESTER-IV (Practicum)

(EDN-12)(d) ***Paper-XII(d) – Dissertation-IV (Final Submission & VIVA-VOCE)***

External Assessment: 100 Marks

<i>Work to be completed</i>
Submission of Final report for Assessment and Viva-Voce Examination

Final Dissertation Practical Viva-Voce examination is of 100 marks.

Dissertation work will be evaluated by two external examiners on the day of the viva-voce examination. Each student shall submit two hard copies of dissertation before the examination.

Dissertation can be neatly typed and can be limited to 15,000 to 20,000 words. A4 size Executive Bond paper is used for typing on both sides of the paper. The font is Times New Roman and size is 12 points with double space. A margin on left and right sides is 1.5” while on top and bottom it is 1.0”. All other guidelines are as per the APA style.

Pass marks in Practicum (Dissertation Viva-Voce Examination) shall be 50%.